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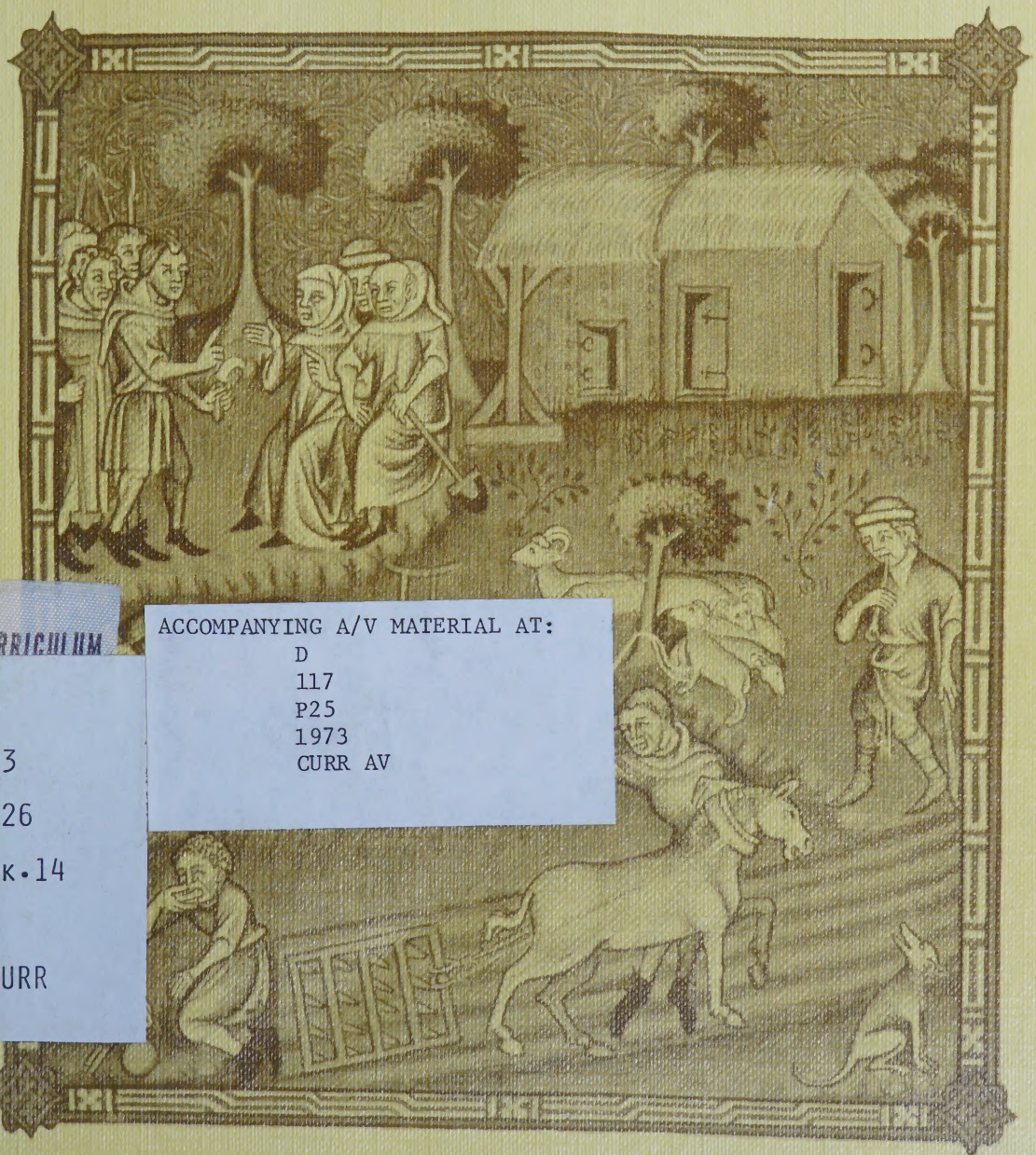
MAN IN HIS WORLD



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Medieval Community

DOUGLAS M. GRAY
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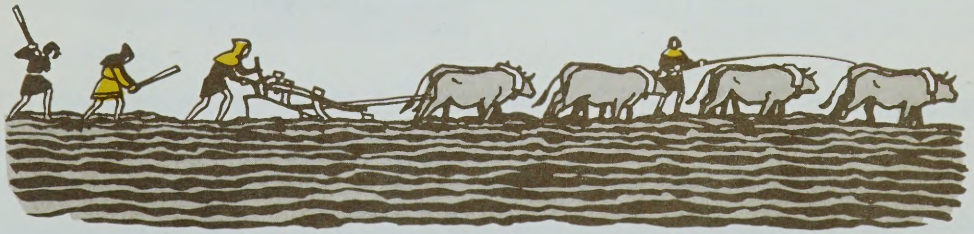

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MAN IN HIS WORLD SERIES

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Editor Ian Gillen
Design Hugh Michaelson Ltd.
Illustrator Gordon McLean

James Forrester is Supervisor of Geography, Hamilton Board of Education.

Douglas M. Gray is Professor of History, Althouse College of Education, London, Ontario.

Pat Johnson is English Consultant, Hamilton Board of Education.

John Parr is Audio Visual Supervisor, Hamilton Board of Education.

The story on page 38 is an excerpt from Medieval Castles (Then and There Series) by M. Reeves, published by Longman.

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The front cover is a thirteenth century French manuscript illustration.

The back cover shows medieval field strips near Braunston, England; courtesy of Dr. J. K. St. Joseph, Selwyn College, Cambridge.

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Maps can tell us a great deal if we read them well.

1. Study the map of the Roman Empire and find the long boot-shaped country named Italy.
2. How does the map help you to explain the idea of an empire?
3. How does the map help you to explain where the name "Roman Empire" originated?
4. How does the map help you to determine how large the empire was?

Did You Know?

While the Roman Empire existed, tens of thousands of people lived within its borders. Its rulers brought law and order to their subjects. Fine roads and magnificent public buildings were constructed, and long periods of peace and security prevailed.

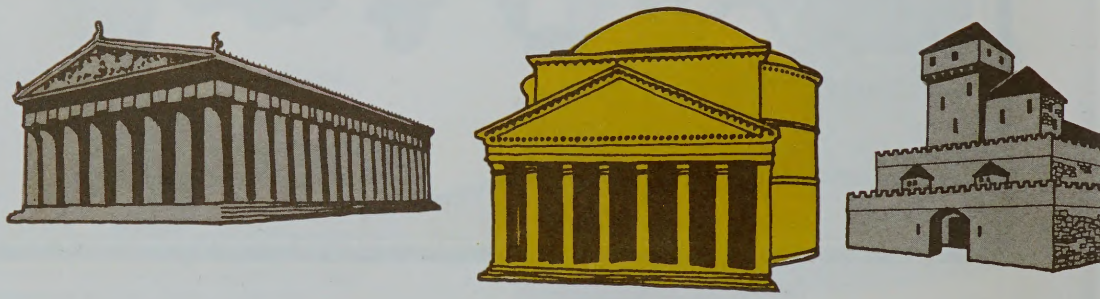
However, the time came when the Roman rulers and their families were no longer able to hold the empire together. Wild, uncivilized nomadic tribes, known as barbarians, pressed into its borders from many different places. As a result of these invasions and hit-and-run attacks, trade was almost at a standstill, security and order diminished and gradually disappeared altogether.

What do you suppose happened to the cities and roads?

2535 56

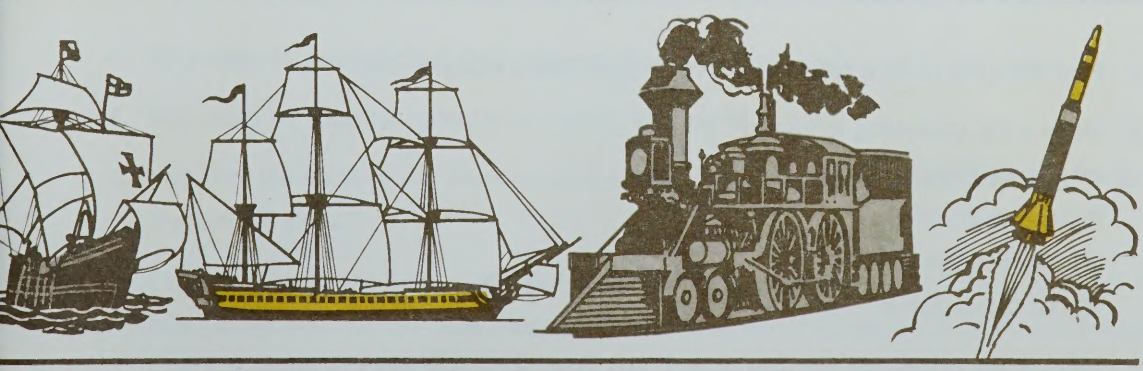
Time Chart

1000 B.C. 0

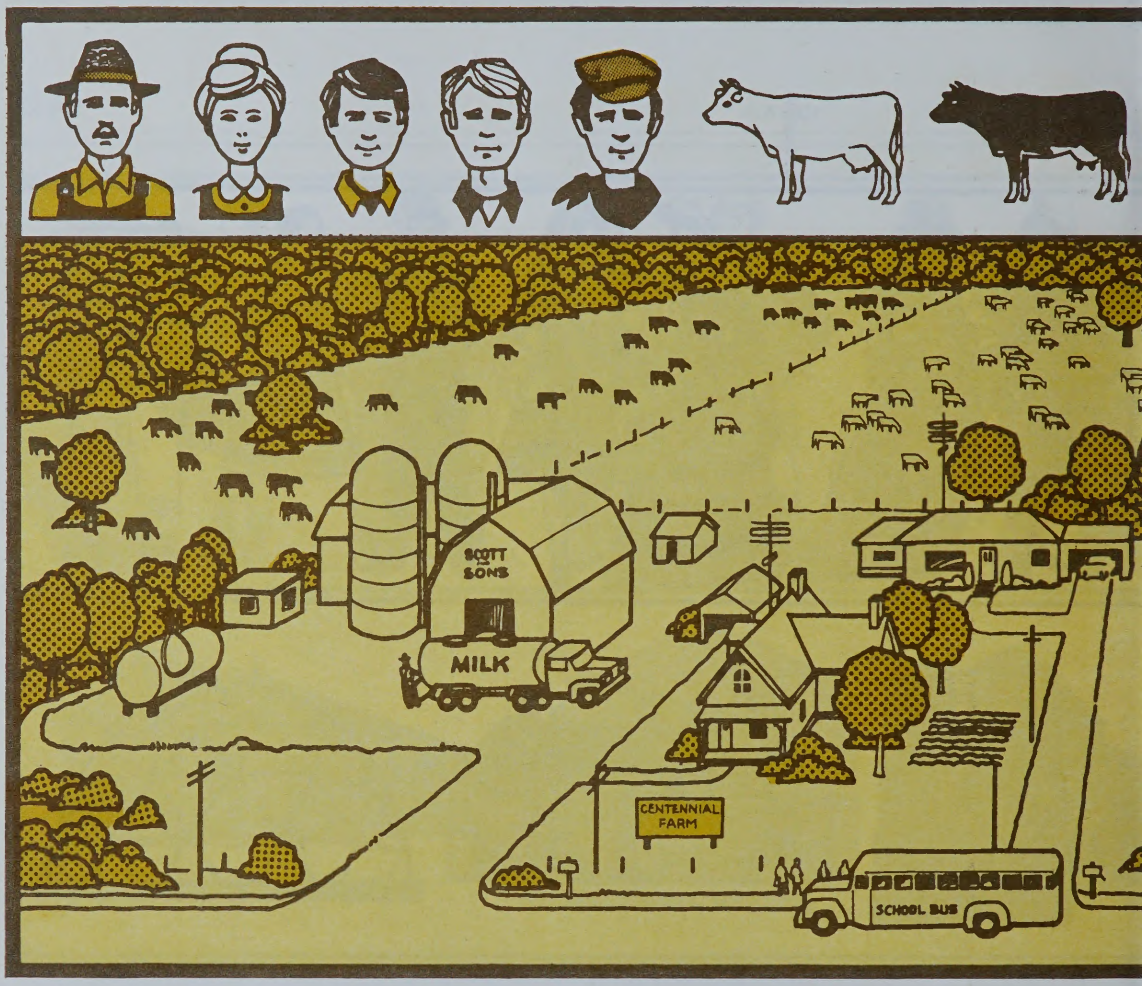


1000 A.D.

2000 A.D.



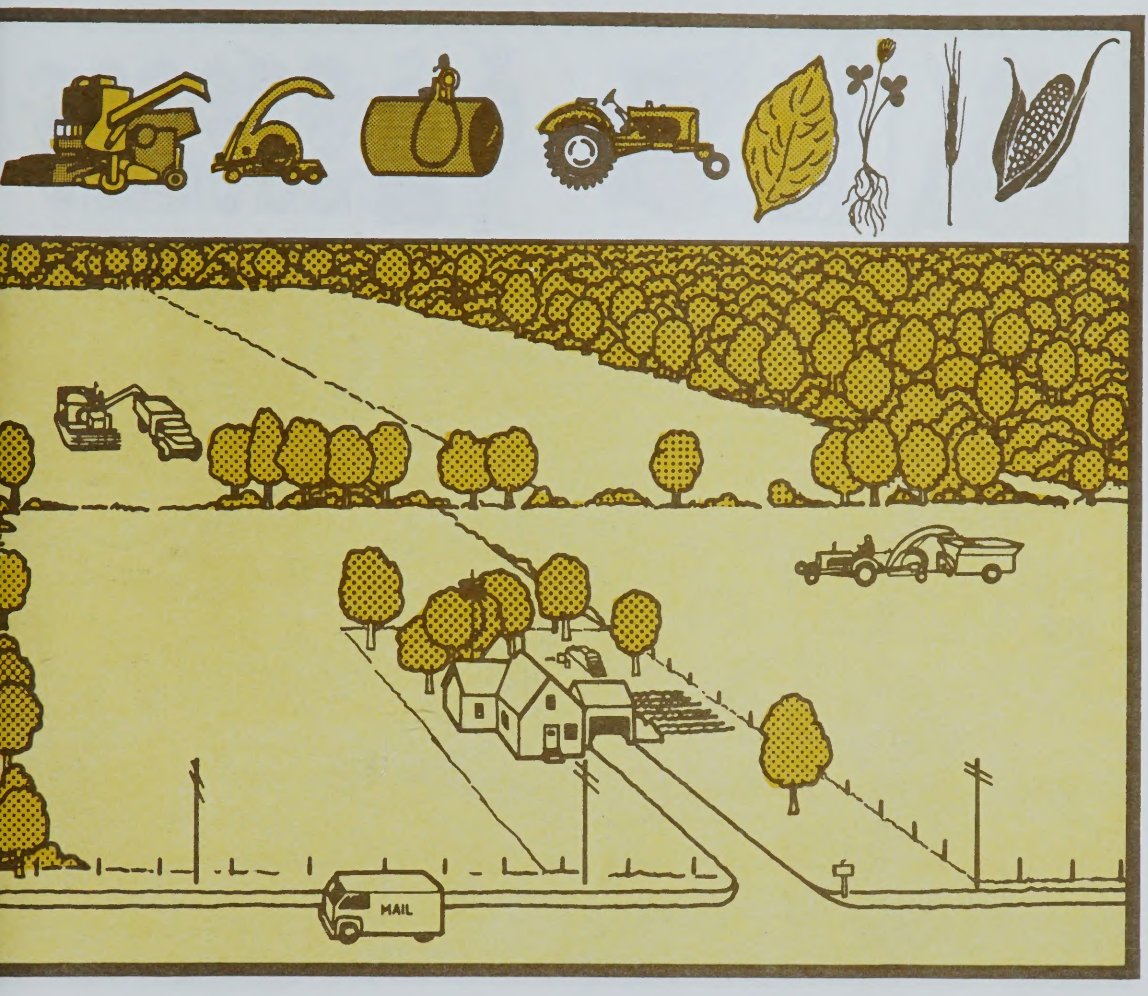
FRANK SCOTT'S FARM—A MODERN FARM



1. How does the picture tell you that Frank Scott has a modern farm?

2. Make a list according to age for:
   (a) the buildings
   (b) the machinery
   (c) the animals
   (d) all of the above

3. Identify the crops and suggest what Frank Scott does with each of them.



4. Why does he keep cattle? Find evidence in the picture.

5. Why does he keep his cattle in two pastures instead of one?

6. You may think life on the farm would be lonely. How do the Scotts keep in touch with the outside world?

7. Frank Scott, his two sons, John and Walt, and their hired hand, Joe Grant, can handle most of the work on the farm. How is this possible, with only four men and such a large farm?

SIR JOHN'S FARM—A MEDIEVAL MANOR

1. The picture of Sir John's farm goes back to medieval days. How can you tell that the time was long ago? (Refer to pages 6 and 7.)
2. Name the crops grown in medieval times.
3. Like most medieval landowners, Sir John grew only two crops at one time. Were these crops meant for sale or for his own use? Can you tell this from the picture?
4. Sir John's farm and the Scott farm are about the same size. More than thirty peasants work Sir John's farm while Frank Scott can do the job with four people. Account for the difference in the number of workers.
5. Frank Scott's farm shows how the people who live there keep in touch with the outside world. Look for similar signs on the medieval manor and explain what you can learn from this.

6. The medieval manor has a fine church. The Scott farm does not. What does this indicate?
7. The medieval picture shows neither school nor school bus, while both can be seen in the modern picture. How might this be explained?
8. Frank Scott and Sir John are both dressed in everyday clothes, but they look quite different. How would you explain this?
9. Compare the clothes worn by other members of both families and comment.
10. Sir John and his family do not have to work at farming the way the Scott family does. Is Sir John a better farmer than Frank Scott?

PLAN OF THE MEDIEVAL MANOR

1. Measure the length and width of the manor.
2. The land that Sir John keeps for himself is called the *demesne*. Since Sir John and his family do not work, how would it be farmed?
3. This plan shows the land (marked X) that is held by Wat the Tyler. Describe it. Explain its shape and location.
4. Unlike the Scotts, the medieval peasant does not live on the land he farms. Why not?

5. In what ways is a plan of the manor more helpful than a picture?

6. A variety of animals can be seen on Sir John's manor. Can you identify them? Why are there so many different kinds? Would Frank Scott keep such animals and, if so, why are they not visible in the picture?

7. Compare Sir John's cows with those of Frank Scott. Explain the difference.

AN INTERVIEW WITH JOE GRANT AND ROBERT THE REEVE

Question: How does Sir John manage to farm his land?

Robert the Reeve: The serfs have to farm the lord's demesne for him.

Question: What does Sir John pay for these services?

Robert the Reeve: There is no pay. The serfs give the lord a certain number of days work every week in return for the right to hold land for themselves. The lord sometimes gives them meals when they are working his demesne.

Question: Robert, you are a freeman, not a serf. Must you also work Sir John's land?

Robert the Reeve: No, but I must pay rent for the right to hold land on the manor.

Question: Joe, the medieval peasant had to pay to stay on the land. What is your position on the Scott farm?

Joe Grant: I do not own any of the Scott's property. Mr. Scott is its legal owner. He pays me a weekly wage for the work I do on the farm.

Question: Does Sir John own the manor?

Robert the Reeve: No, sir. The king owns all the land in the country. The king allows Sir John to hold the manor as his fief in return for forty days of military service.

Question: Do you ever think of moving?

Joe Grant: Yes. I will probably have enough money saved by next year to buy a farm of my own.

Robert the Reeve: We will never move from the manor. We feel secure here. Besides, the serfs cannot leave the manor. It is against the law. But then, I can't see any of them ever wanting to leave. As long as they do their work, no one else can use the land. They are content with the security it provides for them.

Did You Know?

In times of war or invasion, conquered people lost their freedom and became servants or serfs of the new rulers. These serfs could not leave the manor. In exchange for the protection offered them by the new lord, they were required to work for him. Many of their duties are listed on the next page. Although the serf was not a slave, he had little personal freedom.

THE DUTIES OF A SERF

Hugh the Bowman holds thirty acres of Sir John's plowland. In exchange, he has to work three days a week for him – plowing, planting, haying and doing similar tasks. At harvest and haying time he shall work an additional two days for Sir John. He must do this throughout the year except for a week at Christmas, a week at Easter, and a week at Whitsuntide.

Hugh the Bowman will also give to Sir John one bushel of wheat as seed grain, and 18 sheaves of oats for his horses.

Once a year, at Easter, Hugh the Bowman will give Sir John three hens, one cock and five eggs.

He will cart Sir John's goods as required.

When Hugh dies his eldest son will receive the land, but he will have to give his best animal to Sir John in return.

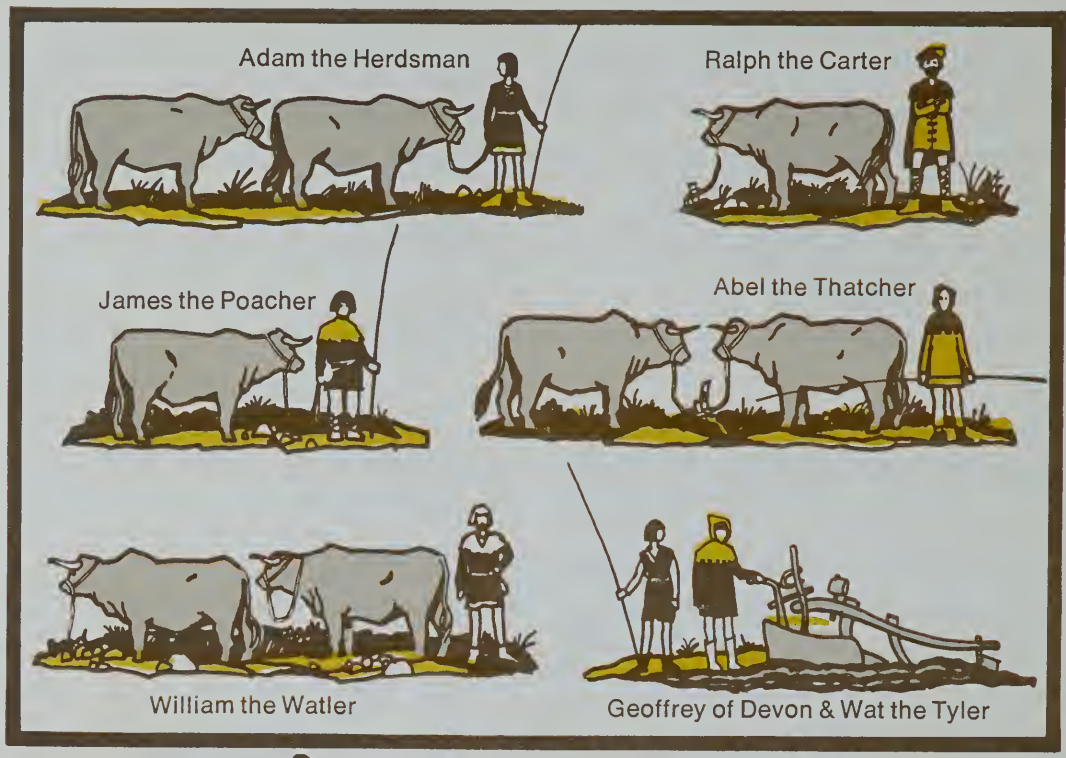
Thirteen other serfs belong to the manor, each holding 30 acres of plowland. Each shall pay and do all the things Hugh the Bowman does. Seven other serfs hold only 15 acres of plowland. They shall pay and do one-half of the service Hugh the Bowman does.

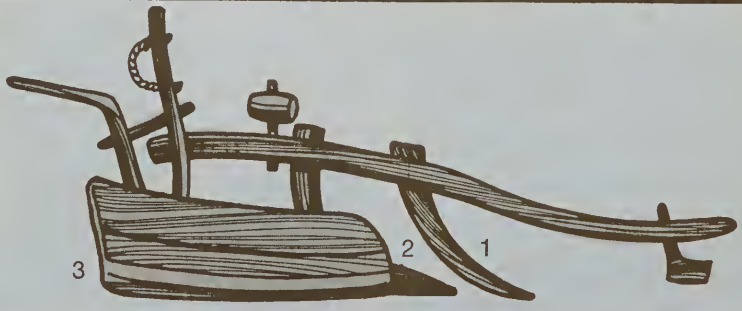
Types of week work

Plow and harrow one acre in a day (24 days)
Sickle one acre of wheat in a day (42 days)
Mow (scythe) one-quarter acre of hay in a day (7 days)
Make hay (30 days)
Thresh two bushels of wheat in a day
Thresh four bushels of barley in a day
Cart and spread manure
Gather reeds and rushes for thatching
Hedge, ditch and repair the road

The first four tasks on this list were required of all serfs. This means that a serf would spend over 100 days a year in the lord's service.

THE OX-GANG


Adam the Herdsman
Ralph the Carter
James the Poacher
Abel the Thatcher
William the Watler
Geoffrey of Devon & Wat the Tyler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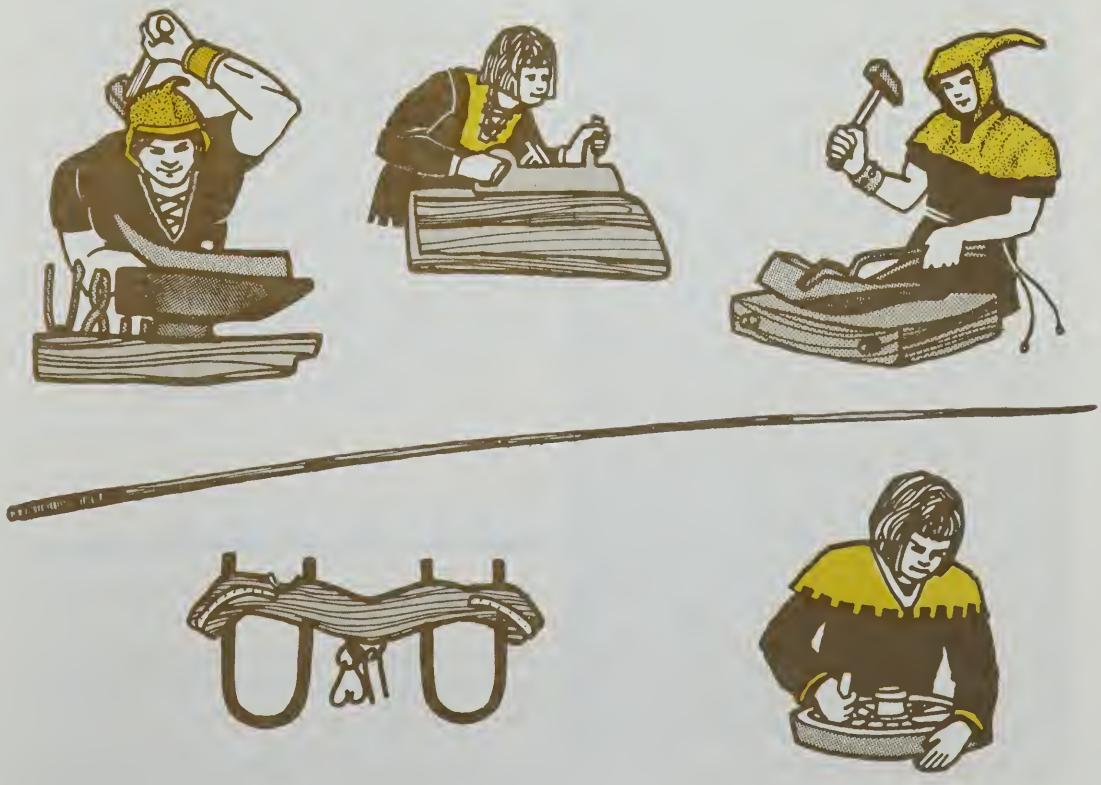
THE PLOW

1. The plow is a tool for making a furrow in the earth. What does this mean?
2. The parts of the plow labeled 1 (coulter) 2 (share) and 3 (moldboard) make it possible for the plow to form a furrow in heavy wet earth. Study these parts and explain how they would cut and turn up the soil.
3. What evidence can you find that the plow is heavy?
4. What evidence can you find that equipment needed for plowing is expensive?
5. What is meant by the term *ox-gang?*
6. Find a picture of a modern plow and compare it with the manor plow.
7. Why is plowing an important part of farming?
8. Only three or four members of the team are needed to operate the plow. According to the picture on page 14, what does each man do when he is plowing?
9. Where are the other three men who are part of this ox-gang? Page 13 will give you a clue.
10. Look at the names of these farmers. Why do they have such names and how did they acquire them?
11. Do you know a Mr. Carpenter, a Mr. Smith, a Mr. Wright, or possibly a Mr. Wheelwright? By looking at this page, are you able to determine how these names were first used?



THE OX-GANG PLOWS THE FIELD

1. Most strips were just long enough that a team of oxen could plow one complete furrow before stopping to rest. This distance was called a "furrow-long," or *furlong.* According to the map on pages 10-11, about how long are most of the strips in the fields?

2. In most manors it was the custom to plow each strip separately, moving from the outside to the inside in a clockwise direction. Using the diagram, trace the path of the plow as the ox-gang plows a strip in one of the fields.

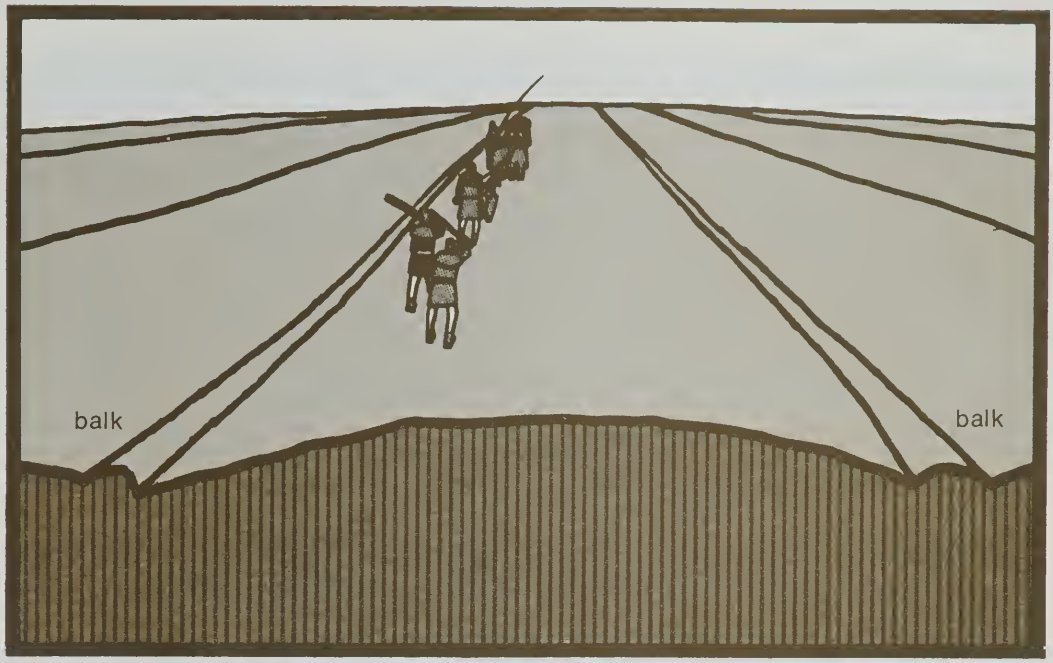
3. Anyone who knows about farming will tell you that this is not the best way to plow a field. You may plow clockwise, but instead of starting at the outside and working towards the middle you should start in the middle of the plot and work out towards the balk. Why would this be better?

4. Instead of turning the plow team around, as shown by arrow A, would it not be easier to make a half turn and follow B? Would you object to this?

5. On the manor, each man has his own parcels of land, but farms them together with his neighbors as a team. What are the problems in team farming?

Did You Know?

Most villagers liked the strip to be of such a size that plowing it would take no more than one day.

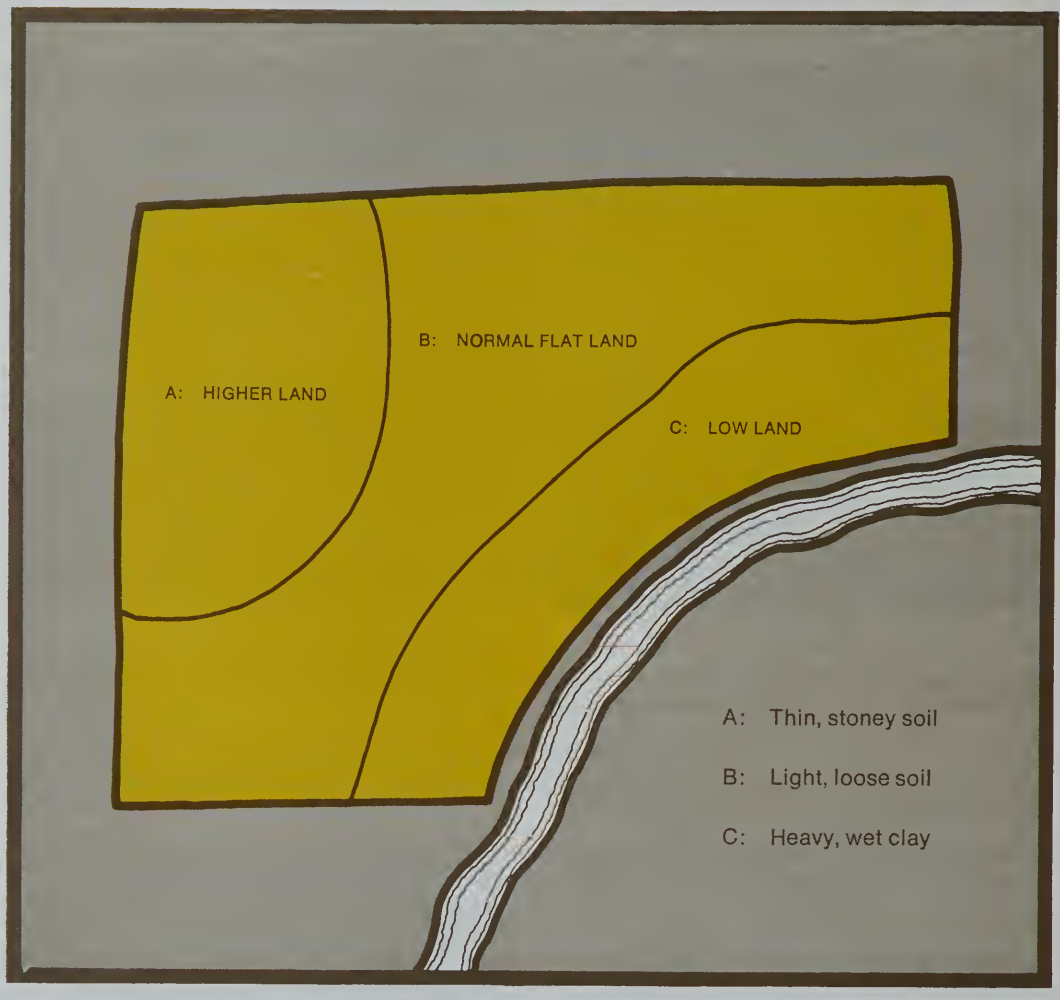


1. Each strip was separated from the next by a small ridge of earth called a *balk*. What did the balks do? Why were they important?
2. Since the plow's moldboard turned the furrow to the right, plowing in a clockwise direction was meant to protect the balks. How was this achieved? Why was it necessary?
3. After years of plowing this way, the strips became higher in the centre and lower along the outside. What would account for this?
4. After years of plowing this way, what had been straight strips became gentle S-shaped curves as you see on the diagrams. What would account for this?

Did You Know?

When a field was in crop each farmer was expected to fence the head of his strips wherever they bordered on the outer limits of the field. In this way, the entire field could be fenced off economically against straying cattle.

THE SOUTH FIELD



1. Why would you expect to find thin rocky soil at the spot marked A?

2. Why might farmers be concerned about light sandy soils?

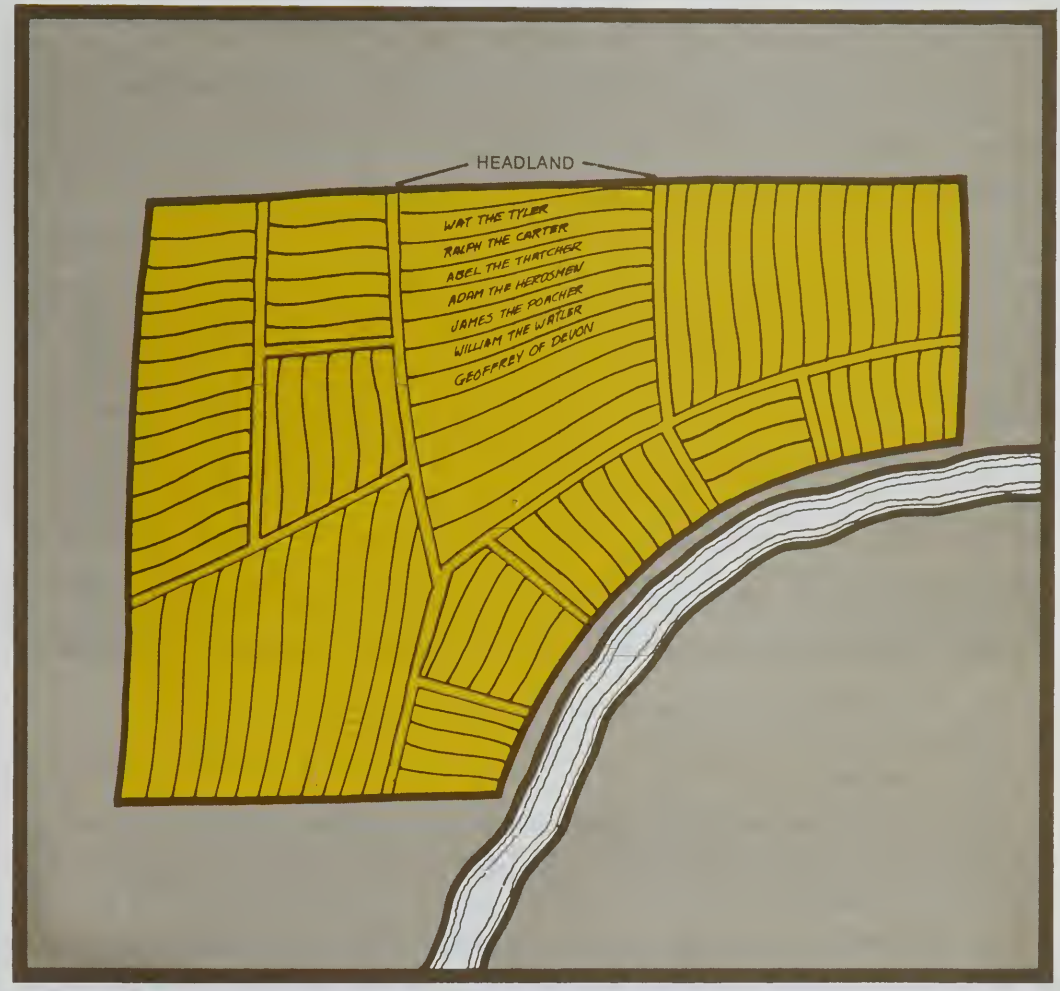
3. What problem in farming might you encounter at the spot marked C?

4. If you could choose any spot in this field, where would you locate? Why?

Did You Know?

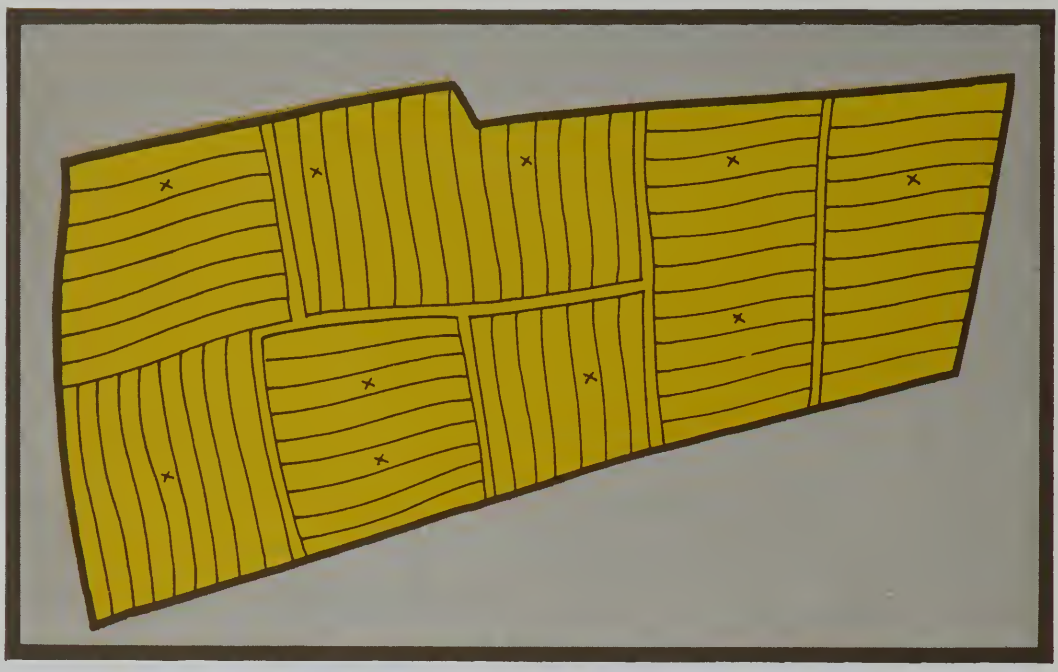
Sir John's fields grow 2½ bushels of grain on an acre of land.
The Scott farm grows 30 bushels of grain on an acre of land.

PLAN OF THE SOUTH FIELD



1. Why are the strips of land held by one peasant scattered around the field?
2. If each strip is about one-half acre in size, how many acres does the average serf have? How many acres would he hold on the entire manor?
3. Why are some of the strips shorter than others?
4. This plan shows the headlands. What is their value?
5. Some strip holders' names are shown on the plan. Do you recognize any of them? What does this tell you? Of what importance would this be to the farmers?

THE WEST FIELD



1. The west field is planted entirely in barley. What is barley used for?
2. One strip belongs to Ralph the Carter. Put the names on eight other strips. How did you decide to do this?
3. Next year the west field will be planted in wheat. Why not continue growing barley?
4. Suppose you would like to grow turnips instead of barley. Why might you not be permitted to do so?
5. The west field will be left fallow in the third year. What does this mean and why is it done?
6. Frank Scott would rotate the crops, but would never leave a field fallow. He would grow clover instead. He would also use chemical fertilizers. Find out how these alternatives are better than leaving the field fallow.

Crop Rotation	First Year	Second Year	Third Year	First Year
East Field	Fallow	Barley Oats or Rye	Wheat	Fallow
West Field	Barley Oats or Rye	Wheat	Fallow	Barley Oats or Rye
South Field	Wheat	Fallow	Barley Oats or Rye	Wheat

THE MANOR COURT

Once a month Sir John's chief servant ordered all the villagers to meet for the manor court, where Sir John would hear all disputes between the villagers and hand down justice.
Here are some of the cases that would be heard by the manor court and the punishments handed out.

- William Archer to be punished because he badly plowed the lord's demesne. Arthur is his pledge. Fine: six pennies.
- John Shepherd to be punished because he moved the boundary stones and plowed across his neighbor's plot. Robert the Reeve is his pledge. Fine: six pennies.
- The parson of the church to be punished for letting his cow stray into the lord's meadow.
- Will Miller to be punished because he gave Thomas Fisher a short measure of flour from grain he had milled.
- Hugh the Bowman to be punished because he failed to cart the lord's goods to market on time. Fine: six pennies.
- Geoffrey of Devon to be placed in the stocks for three days for keeping a stranger in his house.
- Mary, wife of Abel the Thatcher, to be placed on the ducking stool and ducked ten times in the manor pond for nagging her husband.
- Dolly, the daughter of James the Poacher, to be punished for adding water to the ale. Fine: six pennies.

Sir John also used the manor court sessions to issue instructions to the villagers. They were to plow the outer part of the field first and then the inner part so that no one would lose out in the plowing.

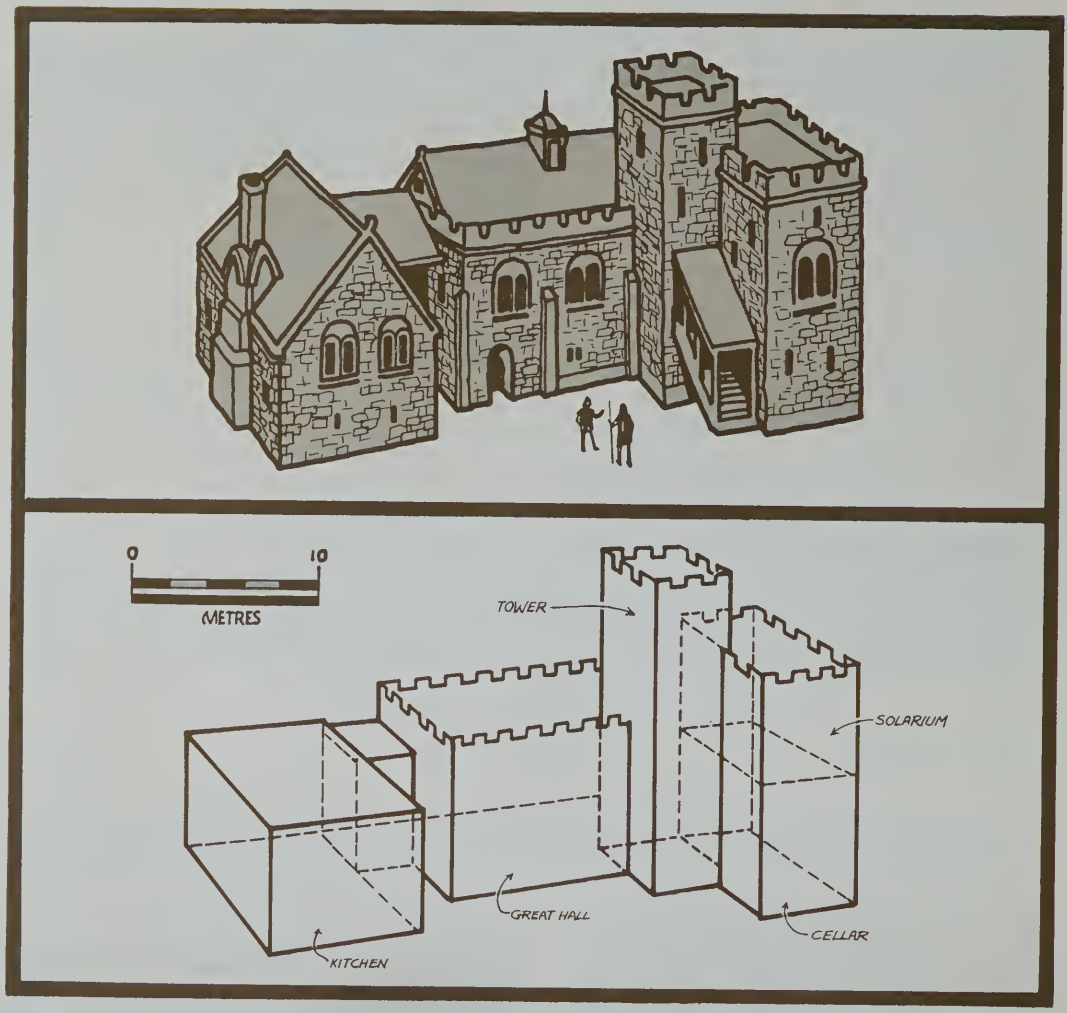
There would be a twenty shilling fine on anyone who failed to have his grain ground at the lord's mill. The villagers were told not to swear at or insult the pounder while he fulfilled his duties.

1. Study the picture of the manor court. See how many people you can identify. How can you be sure?

2. Point out the manor roll. What is it for? Who is in charge of it and why was this person chosen to look after it?

3. Discuss the offenses brought before the manor court. Do you think each individual punishment was fair? Explain.

THE MANOR HOUSE



1. Here is Sir John's house. Why does it have a tower? Why does it have a parapet along the top of the walls?
2. What material was used to build the house? Why?
3. Why are the main windows high in the walls?
4. Which room would be the most comfortable? Why?
5. How does your house compare with Sir John's? How have houses changed? Why?

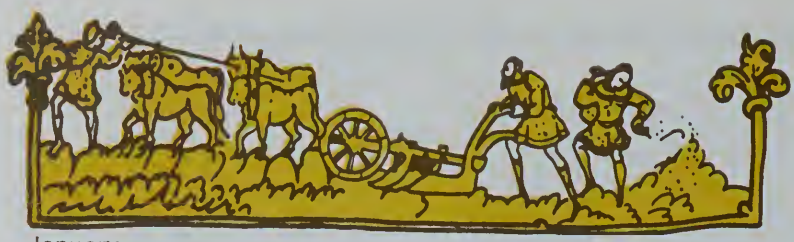
THE SERF'S HOUSE

The house of Wat the Tyler looked like all the other cottages in the village. It was a home-made hut with one main room and a little side room. The frame of the cottage was made of branches and logs. Smaller branches were woven together and the cracks plugged up with mud and clay. The roof was made of bundles of straw. The floor was bare earth and when the rains came it turned to mud.

There was little furniture. A rough table and a few stools was about all. There were no beds. Wat and his family slept on mattresses filled with straw. The family slept in their day clothes and had no covers. In cold weather the cottage also sheltered the cattle and numerous hens. The sounds and smells of pigs were a part of cottage living.

1. Most people on the manor lived in this type of house. This one belongs to Wat the Tyler. Its walls are made of wattle and daub. What does this mean?
2. Why might this house be drafty?
3. What sort of roofing does it have?
4. Where does Wat the Tyler keep his animals?
5. Is it fair that Sir John should have such a fine house while Wat and his neighbors live in houses like these? What do you think?

A MEDIEVAL CALENDAR



January

February

April

May

July

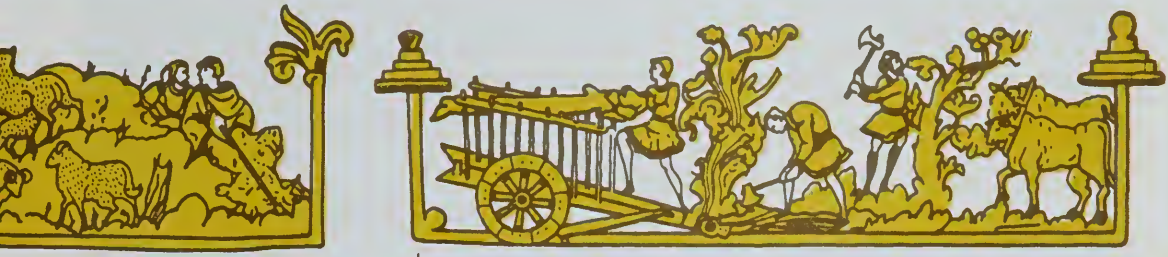
August

October

November

1. Why would a calendar of this sort be useful to people in medieval days?
2. Why were pictures a necessary part of the calendar?
3. Identify each of the twelve activities.
4. Identify the various tools in each picture and tell how they are used.
5. What games or sports can you identify?

March



June

September

December

6. Medieval people belonged either to an upper or a lower class. What evidence of this can be seen in the calendar?

7. In what way do the pictures show that much of the farmwork was based on team effort?

THE SERF'S SAD TALE

Then when the harvest month is here,
We all must in the field appear.
Out must we go the corn to reap,
And pile it up into a heap;
And all this time our own poor grain
Remains exposed to wind and rain;
What time have we our lands to farm,
And keep our own poor crops from harm?
September brings our lady's day,
When there are dues of pigs to pay.
At Christmas come the poultry dues;
And if the serf should fail to choose
The finest hen to pay for rent
The landlord gives him punishment.

The poem tells us that a serf's life was not a happy one. What reasons does the poem give for the serf's unhappiness? Why would these make the serf unhappy?

Suppose you had a chance to talk to the serfs on Sir John's manor. You might make the following speech:

Serfs of the manor, unite! Demand your rights! Tell Sir John you are no longer content to be serfs. Down with serfdom! Every man has a right to life, liberty, and the pursuit of happiness. Tell him that unless these rights are upheld, you wish to leave the manor.

Again I say: Serfs unite! Farming methods at this manor are very poor. Demand changes. Demand improvements! Tell Sir John that you will continue to pay rents for the use of his land, if all week work is abolished. No more week work! Tell Sir John that you want your farmlands joined together in one single piece. No more strip farming! Demand a raise in pay! Demand the right to sell your crops in the town market. Tell Sir John that when the farmlands are reorganized he will not get more than anyone else — no more and no less. Should he dare to refuse these just demands, again I say, tell him you will go elsewhere!

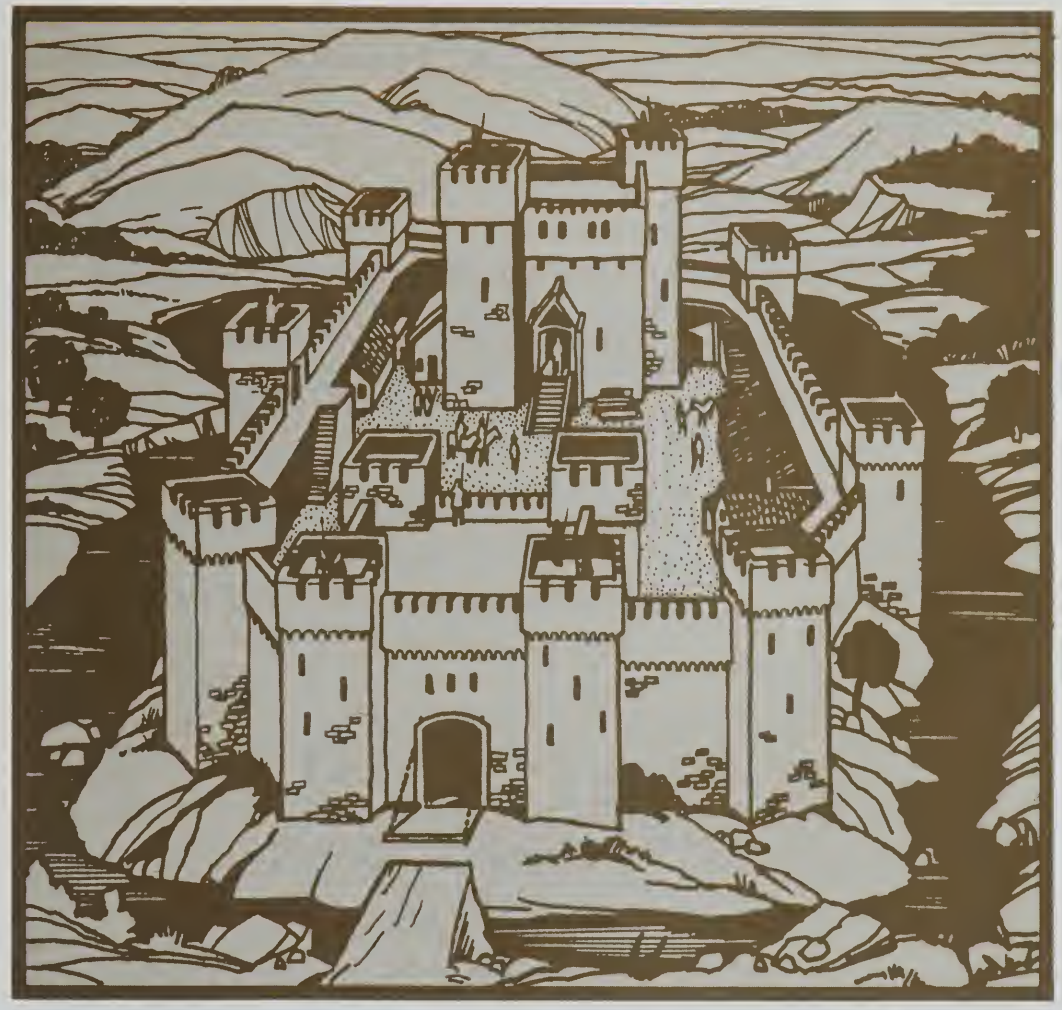
1. How will the serfs respond to these demands? Explain.
2. How will Sir John respond, when Robert the Reeve reports on what you have said?

Did You Know?

Sir John was the lord of his manor, but he had a lord, Sir Godfrey, above him. Sir Godfrey had many manors, and many houses, including a strong castle. Sir John held his manor from Sir Godfrey and owed loyalty to him, like the serfs held their land from Sir John and owed loyalty to him.

Instead of working in the fields, though, Sir John gave military service to his lord. If Sir Godfrey needed help, Sir John had to put on his armor and fight for him. In turn, Sir Godfrey protected Sir John when he needed help.

A MEDIEVAL CASTLE



Having a fort with a wall around it was not a medieval idea. Walled cities have existed for thousands of years.

Living in a fort or walled residence was a medieval idea.

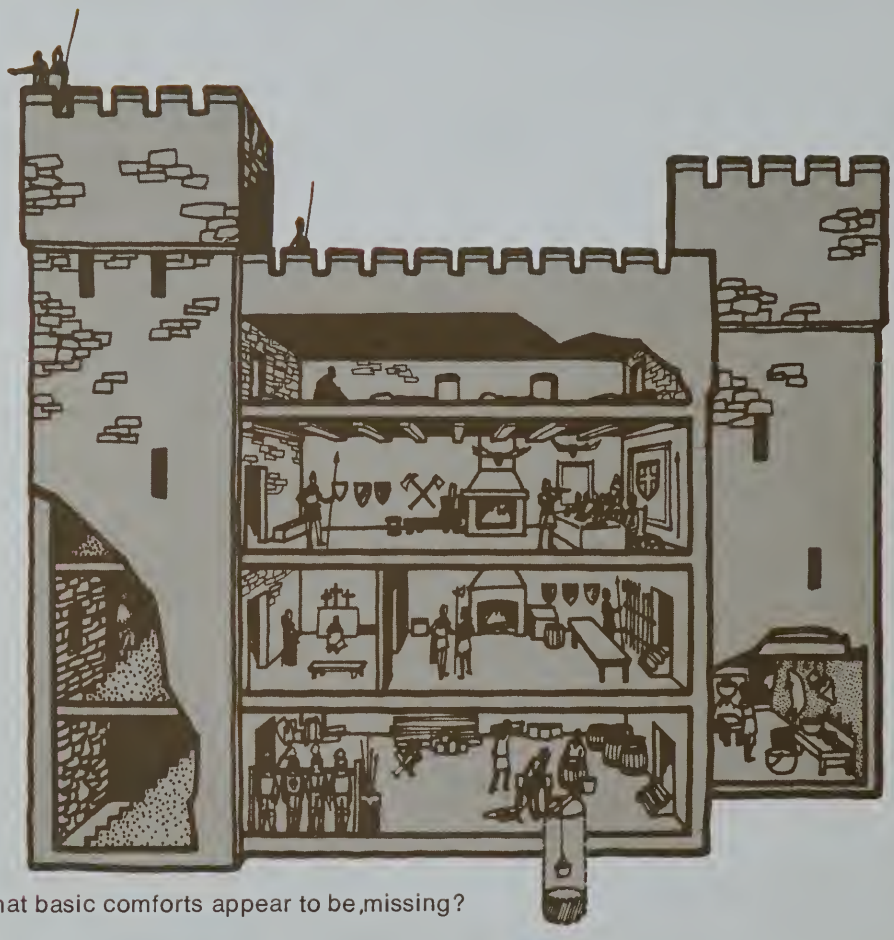
This castle is a medieval home built for protection.

1. What evidence can you find to prove this?
2. In which part of this castle would you choose to live? Why?
3. Identify four materials used to build this castle.

Did You Know?

A castle could be a single tower surrounded by a wall, or it could be a large building with several walls and many towers.

LIFE IN A MEDIEVAL CASTLE



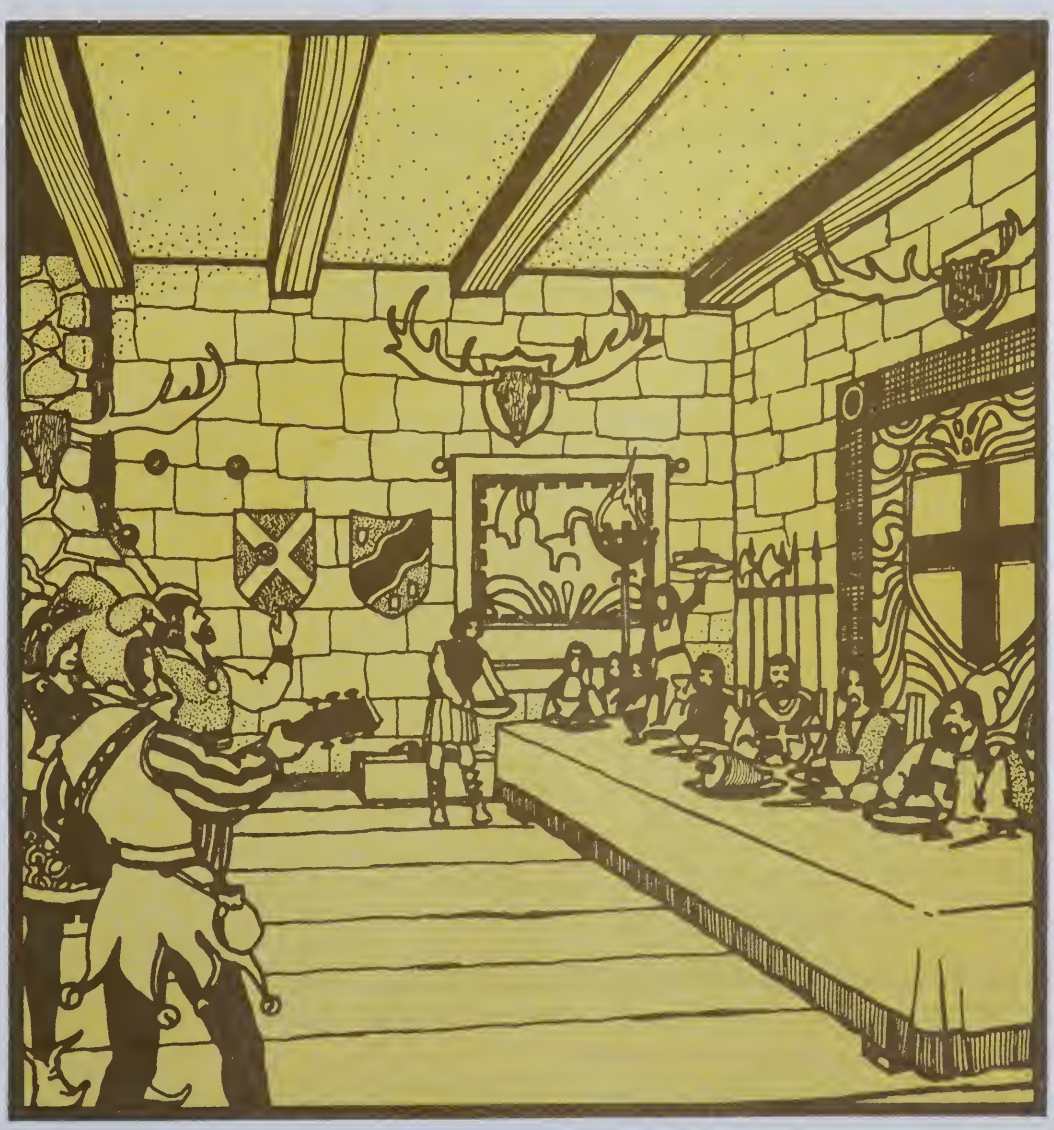
1. What basic comforts appear to be missing?
2. What rooms do you see in this home that you do not have in yours? Why are they necessary?
3. Name three things which would be essential for defense. Explain.
4. If you were to modernize this home, what two conveniences would you install?

Did You Know?

Sir John's sons did not go to school. Instead, Sir John sent them to live in his lord's castle. There, they were taught how to act like proper young noblemen. In return, they worked for Sir Godfrey and helped defend his castle.

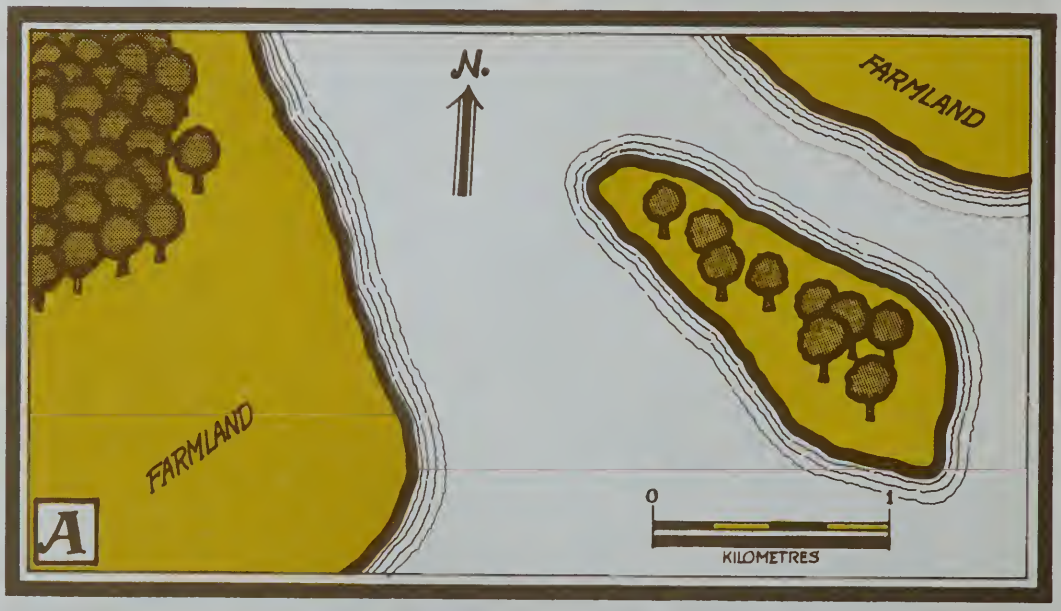
THE GREAT HALL

1. Why would heating this Great Hall be a problem?
2. Who would eat in this room? Create a menu. What other uses could be made of this room?
3. What do you think the owner of the castle did in his spare time?

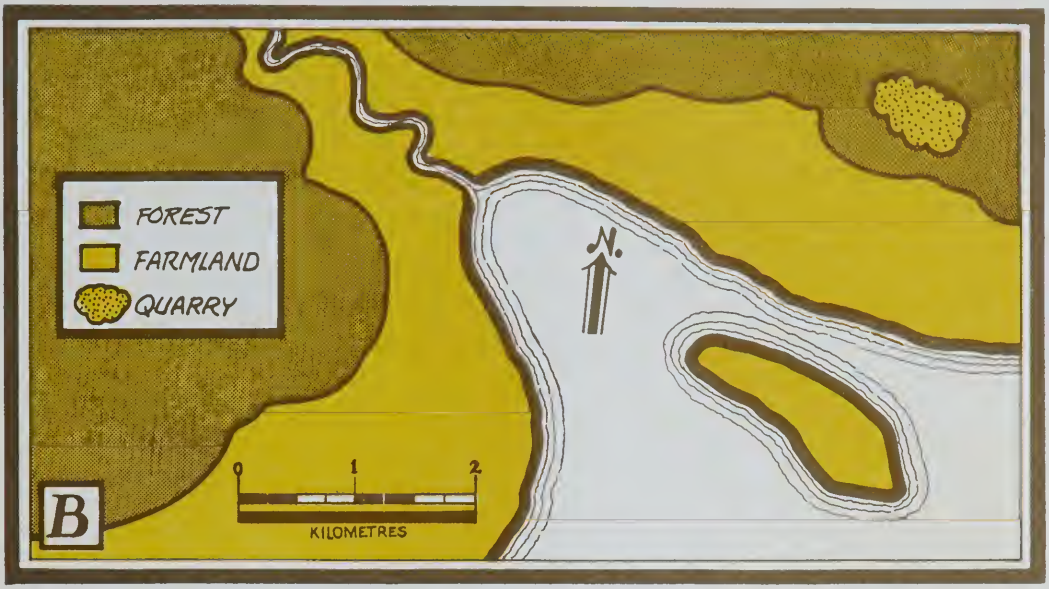


A SQUIRE BECOMES A KNIGHT

You are the second son of Sir John. During the seige of Sir Godfrey's castle you were very brave. On the tenth night of the battle you climbed over the west wall of the castle and lowered yourself into the moat. You made your way to the north side of the castle and hid near Sir Henry's tent. Sir Henry, a keen hunter, would rise before dawn to hunt deer. You waited for him at the edge of the forest and with great courage and skill, you managed to capture him and bring him back to the castle. Sir Godfrey collected a large ransom for Sir Henry and proceeded to trim his long dark hair. In recognition of your success, Sir Godfrey made you a knight and gave you a piece of land. You decided to build your own castle.



1. Using the evidence in map A, where would be the best place to build a castle?
2. What materials would you use? Why?
3. According to Map B, where would be the best place to build a castle?
4. What materials would you use? Why?
5. How did the change of scale influence your answers from Map A to Map B?
6. According to Map C where would be the best place to build a castle?
7. What materials would you use? Why?
8. The questions are the same for all three maps. Why do your answers differ?


FOREST
FARMLAND
QUARRY
N.
0
1
2
KILOMETRES
B

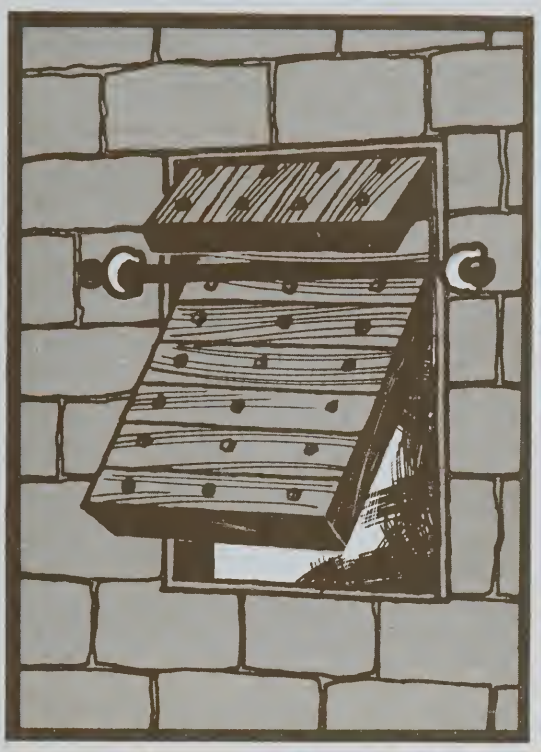
CONTOURS
QUARRY
100
200
150
100
50
50
N.
200
150
100
50
250
300
250
200
150
100
0
5
KILOMETRES
C

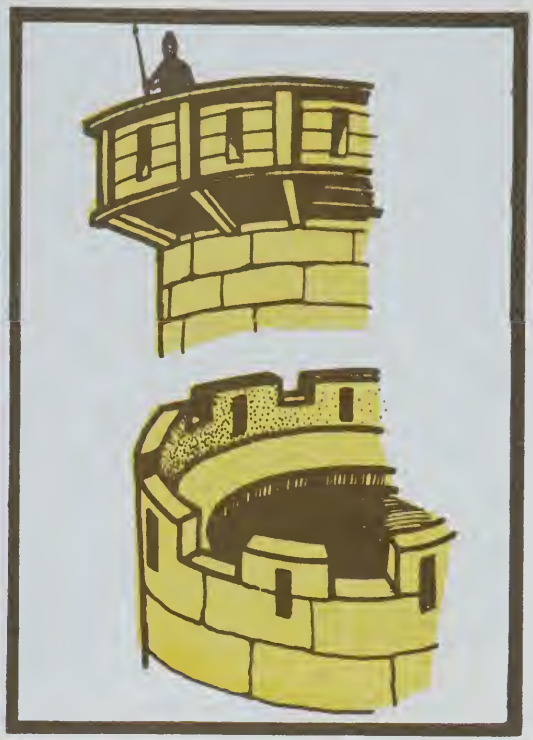
BUILDING A CASTLE

Did You Know?

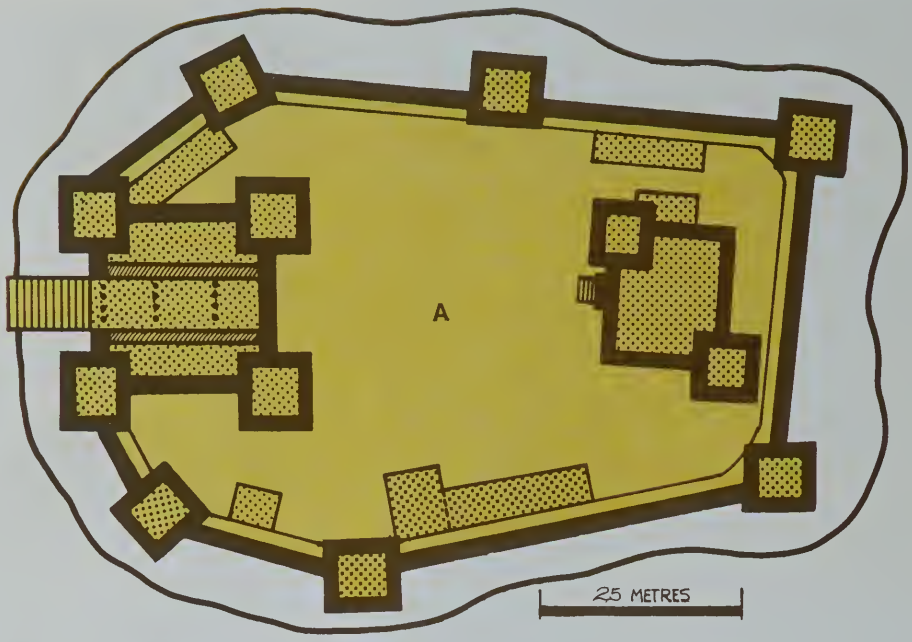
Building a castle in medieval times was a difficult task. It would require:
100 masons to cut and lay stones; 20 carpenters to prepare scaffolding, forms and frames; 20 smiths to forge iron; 400 laborers and 20 overseers.
It took several years to build a castle. If a man was away fighting, his wife would take over the day-to-day running of the castle.

1. Why would you build both a drawbridge and a portcullis?
2. Windows were designed to provide security. Find two different kinds of windows and explain how they served this function.
3. If you had set out to build a castle in the eleventh century, which two pieces of modern equipment would you have liked to use?

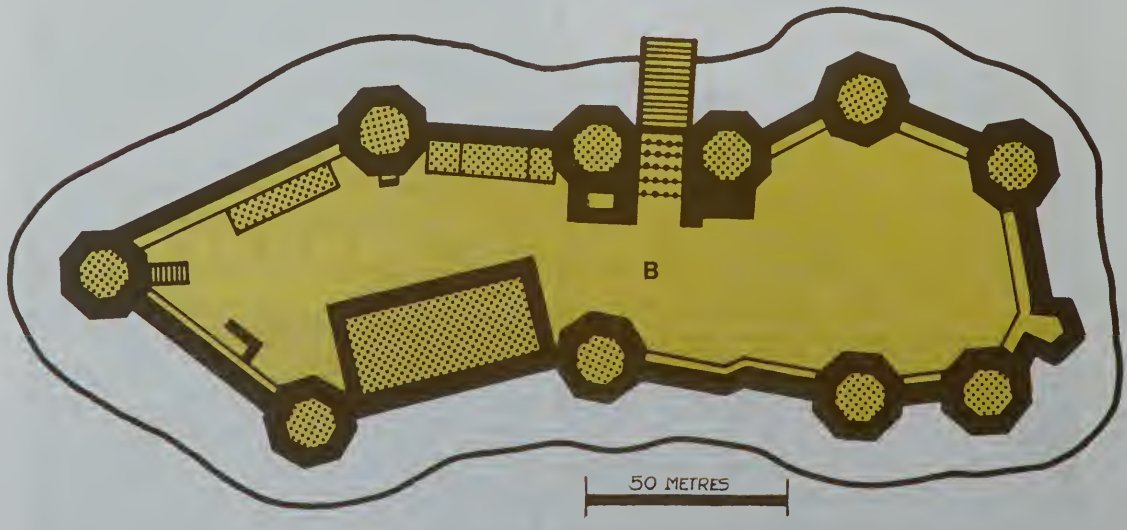


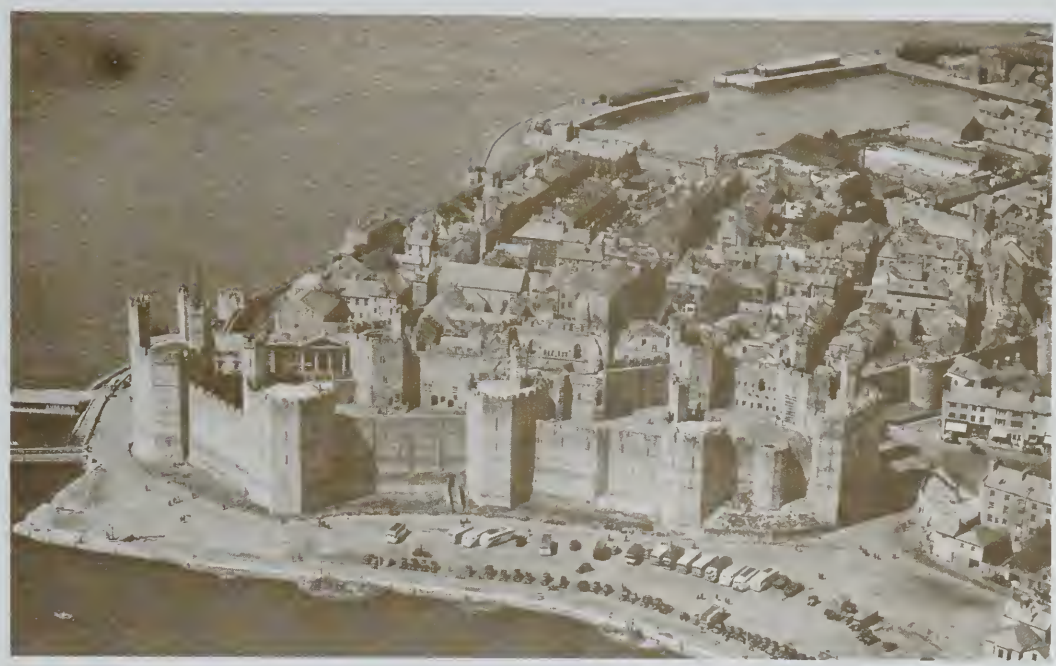


COMPARE PLAN A AND PLAN B



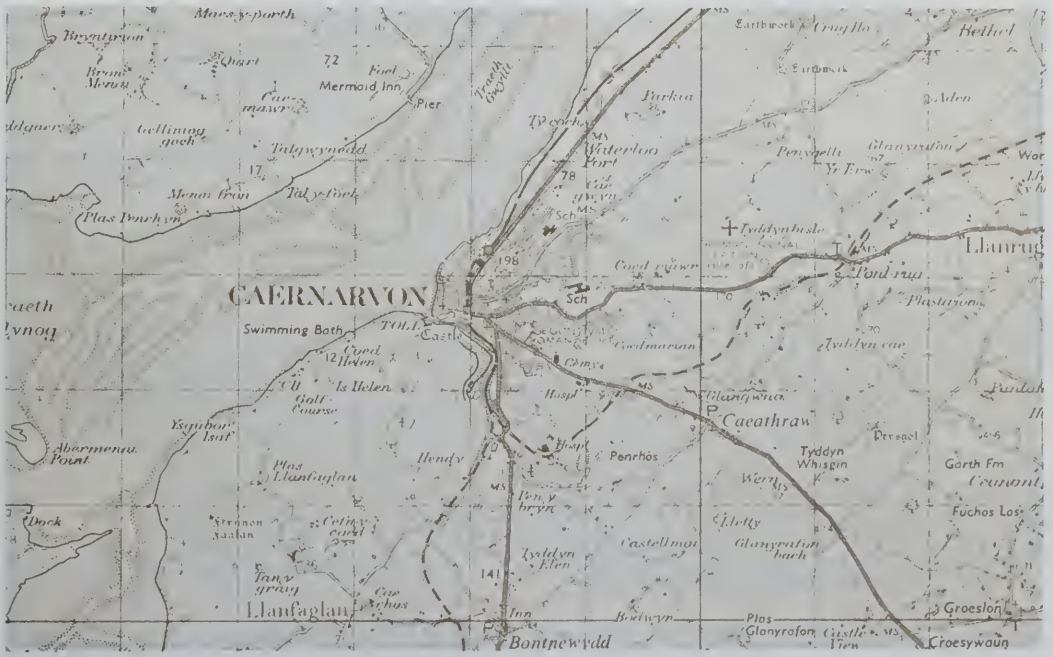
1. By examining the shape of the towers, can you tell which is older? Explain.
2. Which of these two castle plans is more familiar to you? Explain.
3. Compare the main entrances in A and B. What do they have in common? How are they different? Which one would be more difficult to break through?



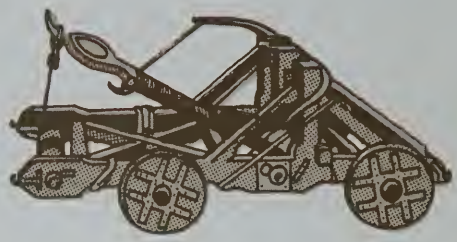


4. Locate Caernarvon Castle on the map below.

5. What natural features would protect this castle from attack?

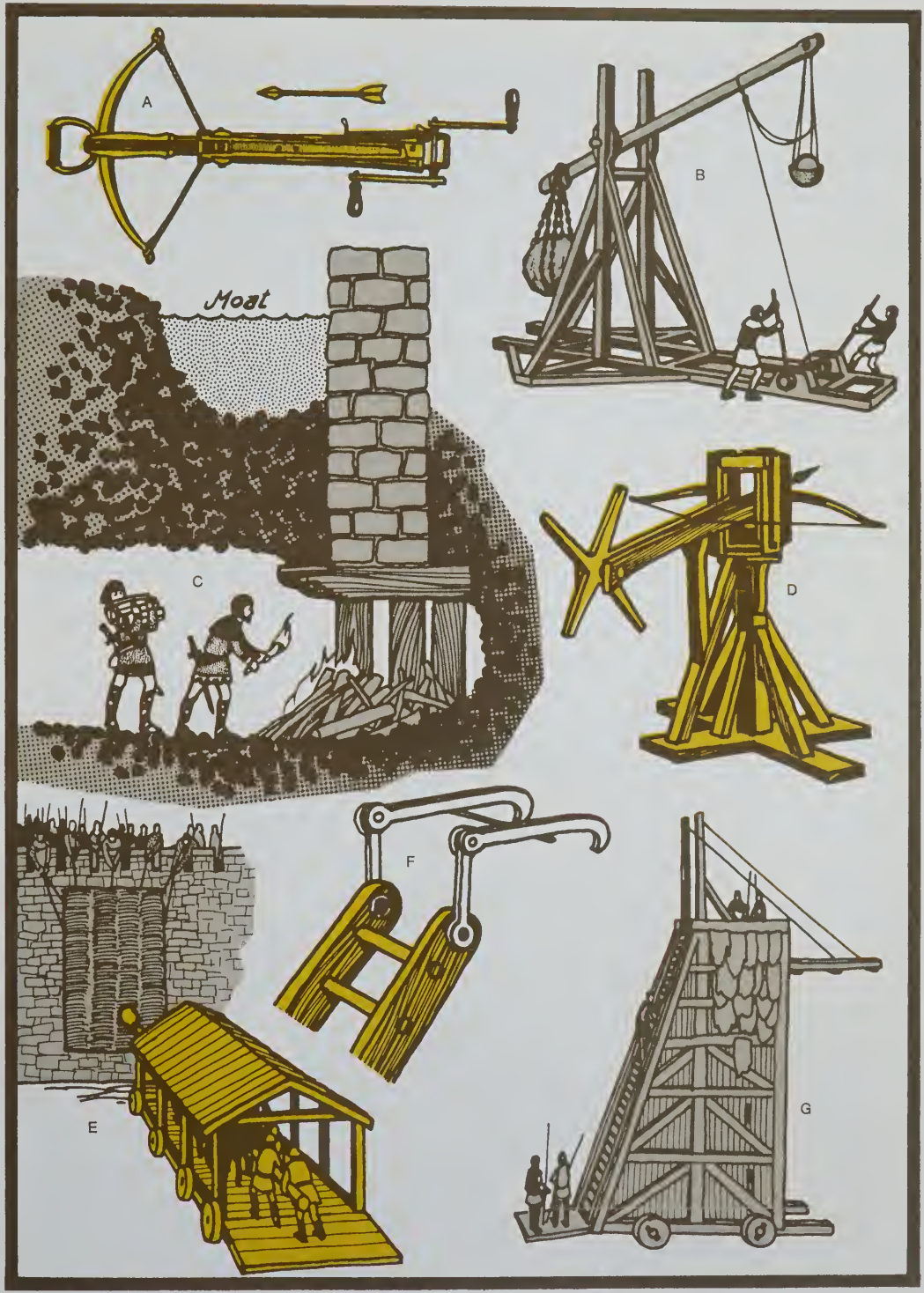


ATTACK!



1. Study the illustrations on these two pages and divide them into two groups:
   (a) offensive
   (b) defensive
2. (a) How would you defend a castle?
   (b) How would you attack a castle?
3. The instrument B is a trebuchet. Compare it with the mangonel shown above. How is it different?
4. Look at battering ram E, and platform G. Where do you think they were made and how would the attackers bring them into position?
5. What is happening in illustration C? How could you use this technique in attacking a castle?
6. If you could choose two pieces of modern equipment for your attack on a twelfth century castle, which would they be?
   (a) A large cannon
   (b) Ten hand grenades
   (c) A small tank
   (d) A mini-submarine
   (e) Fifteen submachine guns
   (f) A light aircraft

   Why did you make this choice?


A
B
Moat
C
D
E
F
G

THE SIEGE

But still the greatest obstacle, the great castle itself, towered above the besiegers. It looked impregnable; all the French could do was to dig trenches, build wooden huts for themselves, and settle down to a hard winter trying to starve the garrison out. The castellan, Roger de Lacy, had enough food to last his fighting garrison for as long as a year, but a great many of the townsfolk from Andeli, perhaps 1,400 of them, had fled for refuge into the castle. These were useless mouths just eating up the food and Roger realized that he had made a great mistake in letting them in. Across the ditches the French soldiers jeered and sang a mocking song: 'The nest is overcrowded with nestlings who will have to turn out when the spring comes.' Alas! they had to be turned out in the hard winter. Roger made up his mind he must get rid of them. First he pushed out the oldest and weakest and they were allowed to go through the enemy army unharmed. But when the rest were driven out of the castle, to their horror the French drove them back again with showers of arrows. They rushed back to the castle to find the gate barred against them. So the poor wretches were forced to seek shelter in the holes and cracks of the rock between the two armies, with no protection from the cold winter and no food except dead dogs. It was three months before Philip Augustus relented and allowed them to be fed and then only half were still alive.

CHATEAU-GAILLARD

This is Chateau-Gaillard, the castle mentioned in the story. Located in France, it was built by King Richard I of England. At the time of the siege, King John of England inhabited the castle. Observe the circular towers, the steep cliffs and the river flowing below.

1. What is a siege?

2. Why was a siege the best way to conquer this castle?

HOW TO BECOME A KNIGHT

To become a knight you had to be:

(a) the eldest son of a nobleman (b) over twenty-one years of age.

To prepare for knighthood, you had to start at seven years of age and serve your master (a lord or knight) for seven years as a page. Then you had to spend seven more years as a squire, learning how to ride and fight, and training for war. Only then would you be dubbed a knight.

BEING A PAGE

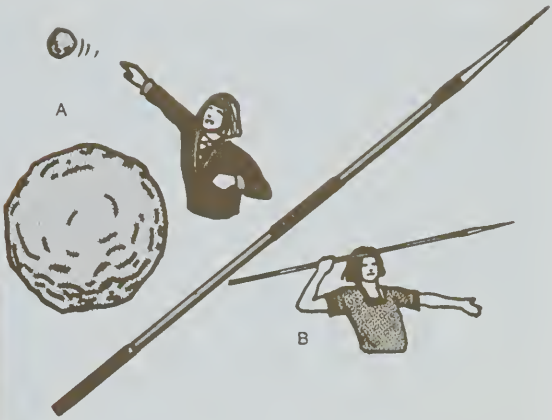
BEING A SQUIRE

BEING DUBBED A KNIGHT

GAMES PLAYED BY PAGES AND SQUIRES

Young noblemen did not have to work on the land and therefore had time to play the games we describe as sports today.

1. Look at diagrams on this page and try to name games that were played in medieval times.



2. Fox hunting was popular in medieval times. Today, many people consider this pastime inhumane. Discuss fox hunting from the following points of view:
   (a) A medieval knight
   (b) A medieval squire
   (c) A ten-year-old girl in the eleventh century
   (d) The president of S.P.C.A.
   (e) A fox

3. The games played by pages and squires were often designed to help them become better fighters. How would the games shown on this page help them?

4. The game in diagram E could be played with any number of horses, and was quite dangerous to the participants.

5. What game is played on a field with a net at each end, using a ball nine inches in diameter?
   What modern sport would you get if you combined the field and net with the horsemen in diagram E, and gave them a small ball?

A KNIGHT WAS MEANT TO FIGHT—

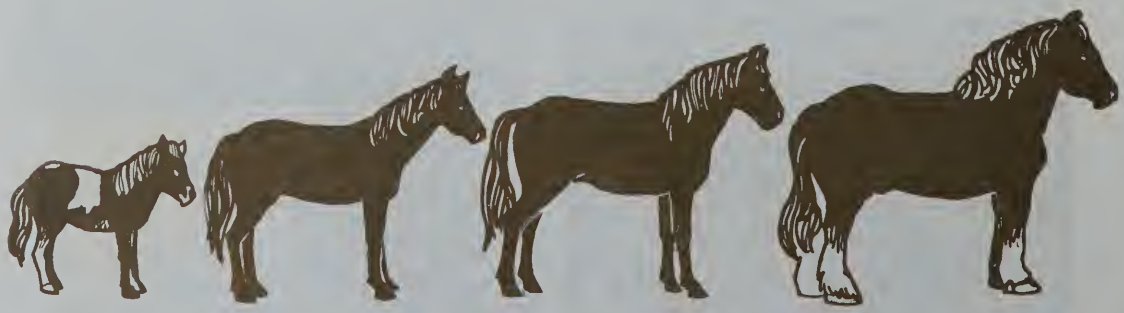
1. Here are four knights in armor. Arrange them according to the periods in which they lived (1060, 1200, 1300, 1420).
2. Explain your arrangement.
3. If Sir Hubert and Sir Robert were to meet in combat, which of the two would be victorious? Why?

Sir Robert Sir Edward Sir Hubert Sir James

Did You Know?

Sir Edward and Sir James are wearing "surcoats" over their armor to prevent rusting.
Sir Robert's suit is made of leather, studded with small metal rings.
Sir Edward's and Sir James' armor is made of a fine steel-mesh known as mail.

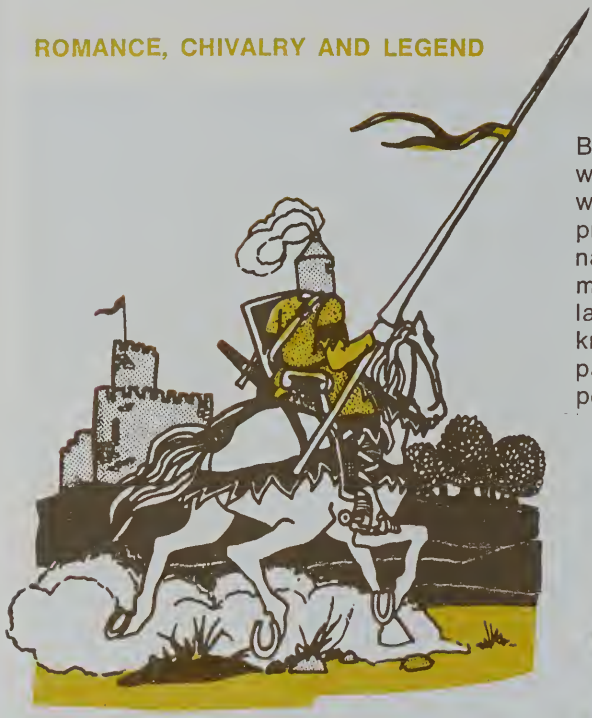
Only one of these horses is suitable for a knight. Which one? Why do you say this?



Shetland Arab Thoroughbred Draft

— BUT MOST OF THE TIME HE DID NOT

When a knight put on his armor he could not be recognized. To identify himself he put a sign on his shield, which was known as a "coat of arms." It usually showed colorful birds, animals and other designs. Look at the coats of arms below and design your own.



Because the Middle Ages were times of fear, when protection was most important, men were expected to be brave. Knights had to prove their valor by entering jousting tournaments and training to go to war for their masters. They also tried to impress beautiful ladies with their brave acts and when a knight was not fighting, hunting or participating in games, he could spend his time performing daring deeds for his lady fair.

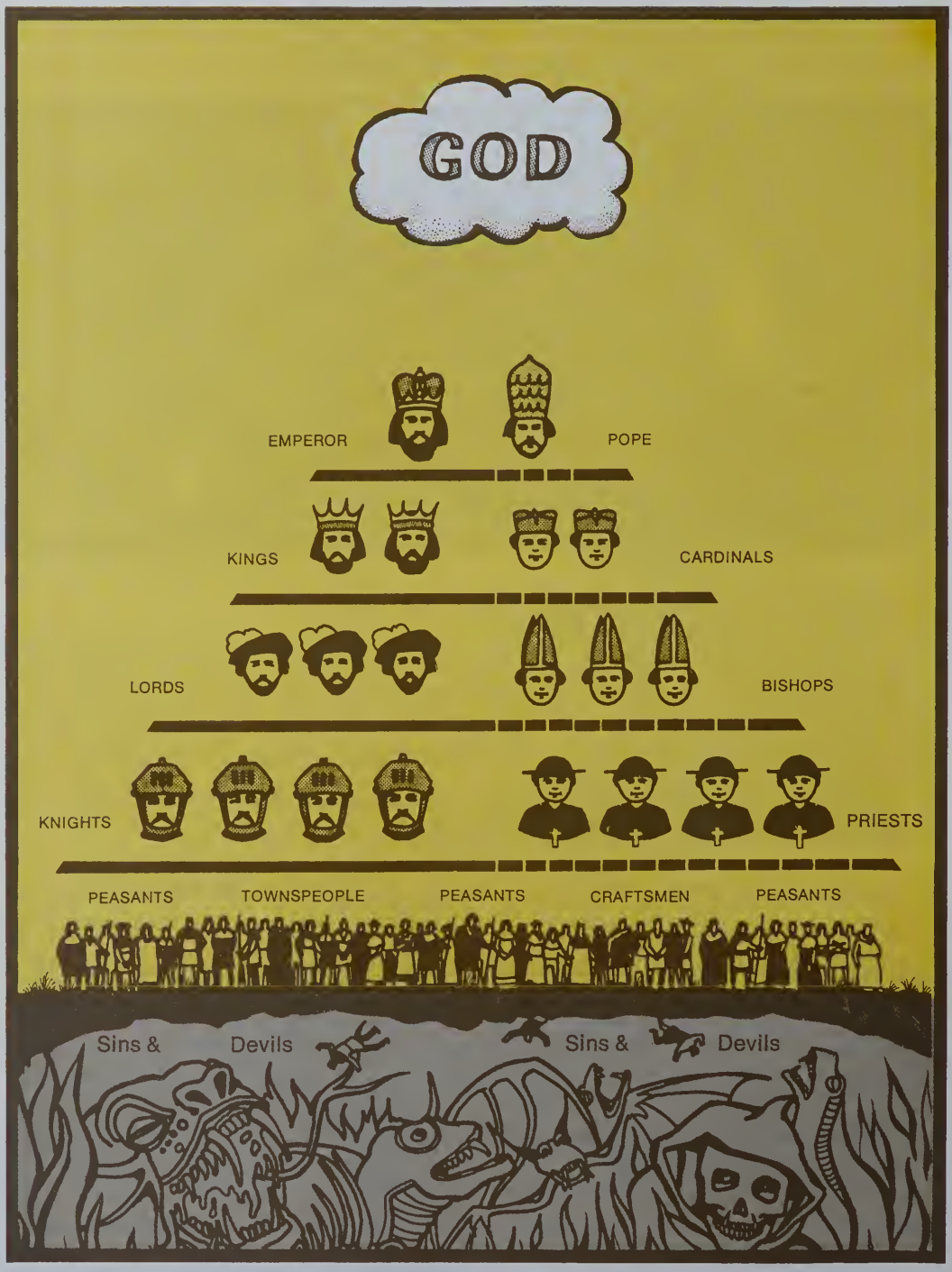
In medieval times people liked nothing better than to hear stories about such deeds. "Minstrels" travelled from castle to castle to bring news and recount exciting tales which, repeated over and over again, became more and more exciting each time

they were told. They were often sung by the minstrels to the strains of a lute. Many of these dealt with thrilling romances between knights and their ladies; they told of dragons being killed and the terrible dangers and hardships knights had suffered to protect beautiful maidens. Some of these stories have survived for well over a thousand years. We call them legends today.

Try to create a legend.

1. Read at least two medieval legends. (Ask your teacher for a list.)
2. Work in small groups to plan the kind of knight you would like to portray in the legend. Describe his suit of armor, his horse and his page. He is your hero.
3. Describe the kind of lady he will woo. (Your heroine).
4. Outline the difficult task the knight must perform to prove his worth. Bravery and chivalry will add a romantic touch to your story.
5. Do **not** write this story. Instead, tell it out loud and repeat it over and over, making it more exciting and more romantic each time you tell it. Make him a fearless knight who becomes more and more chivalrous and make the lady more beautiful each time you describe her. The deed should become more daring and more heroic as you go along. (Be careful not to spoil your legend by **too** much exaggeration. There is a limit to how far you can go.)
6. Tape your legend with guitar accompaniment and try singing a few lines.

A PYRAMID OF PEOPLE



The diagram at the left shows some interesting and important things about the way people lived during the Middle Ages. See if you can work out what the diagram is trying to show.

1. There are many people at the bottom of the diagram and very few at the other levels. What do you think this shows? Why is the diagram shaped like a pyramid?
2. The top four levels are divided in two. What kind of people are on the left of the pyramid? What kind of people are on the right?
3. The bottom level is not divided. What do you think this means? How many masters could a peasant serve? How many masters would a knight serve? How many masters would a bishop serve?
4. Each level of the pyramid is separated from the next by a heavy line. What do you think this means? Could a peasant become a knight? Could a knight become a king?
5. There are small breaks in the heavy lines on the right hand side of the diagram. What do you think this means? Could a peasant become a priest? Could a priest become a cardinal?
6. Could a knight become a priest? Would he want to? Could a lord or a king become a bishop or a cardinal? Would he want to?
7. What is a pope? How does someone become pope?
8. What power would the pope have over the cardinals, bishops and priests? Kings are placed lower than the pope in the diagram. What power would he have over them?
9. Make a people diagram for your city or country. Will your diagram be very different from the diagram of the Middle Ages? Tell why you drew your diagram the way you did. Where you able to include church and government figures in it? Why or why not?
10. Where did you put yourself in your diagram? Why did you choose that place? Where would you put yourself on the diagram of the Middle Ages? Why did you choose that place?

Did You Know?

Everyone in the Middle Ages, from the lowest serf to the highest lord, looked forward to a better life after death. By obeying God and His laws, Paradise could be reached. But it was not easy. The Devil was always trying to lure people away and lead them into sin. He made men break the laws or the Ten Commandments. These were major sins.

The diagram also tries to show some important things about how people *believed* during the Middle Ages.

1. Before you read on, look up the words *belief* and *power* in your dictionary. What do they mean to you? Do they mean the same to other people in the class? Talk it over.
2. What is at the very top of the diagram? What is shown at the very bottom? Why are these two things included in the diagram? What do they show about the beliefs of people in the Middle Ages?
3. Did you include these two things in your modern diagram? Why or why not?
4. From the diagram, do you think the power of evil would be stronger than power of good? Why or why not?
5. How might such beliefs have started?

My pilgrimage to Santiago de Compostela, as promised for my successful deliverance from a perilous sea voyage . . . and for the guidance of future pilgrims:
"Because you saw fit to grant me my life during a storm at sea, St. James, I dedicate myself to a pilgrimage in your honor. Though the way be long and difficult, across seas and rivers and mountains, through lands unheard-of, I will go, celebrating the glory of your name, for the blessing of my eternal soul.

. . . Many of my villagers take up the road with me . . . We are a joyous throng, singing praises and gathering good wishes from our neighbors. . . .

. . . Crossing this water cuts us off from home completely. We are sober and prayerful that we may continue safely. . . .

. . . Warnings of robbers along the way do not frighten us. Who can steal from those who have nothing? . . .

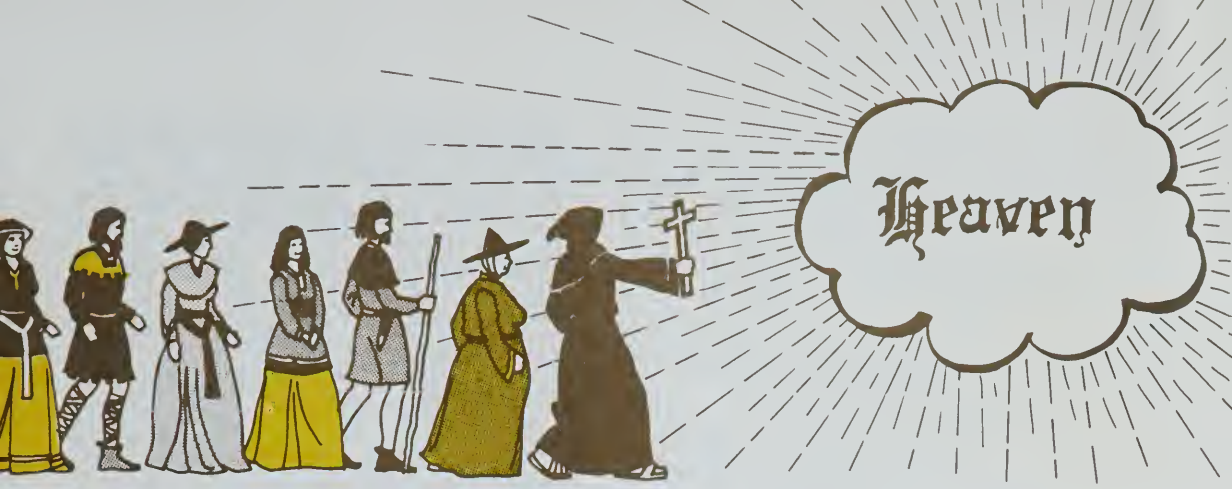
. . . The mountains before us are huge, blocking our way and the sky. We cannot stop. After so many months, our destination is within reach . . .

. . . Do not believe that travel is impossible here. The good brothers provide many resting places a day's journey apart. Each place has all that one could want – a thriving market, curios and souvenirs, barbers, cobblers, a friendly church and a comfortable place to sleep . . .

. . . Today we kneel before the reliquary of St. James. God be praised. . . .

. . . Do not buy relics from the many who crowd outside the doors of the cathedral. Your cockleshells and other relics had best be purchased on the advice of a priest or monk. Unscrupulous dealers will pester you. Do not be moved . . .

. . . Remember always the value of your pilgrimage. The ways are full of joyous pilgrims. The countryside is new and different. All men respect the one who makes such a journey. And God will be pleased."



1. What does a "pilgrimage" mean? Why would people go on one?

2. Do people still go on pilgrimages? Find where pilgrimages take place today. Are they the same as Sir William's?

3. Would you like to make a pilgrimage? Where would you go?

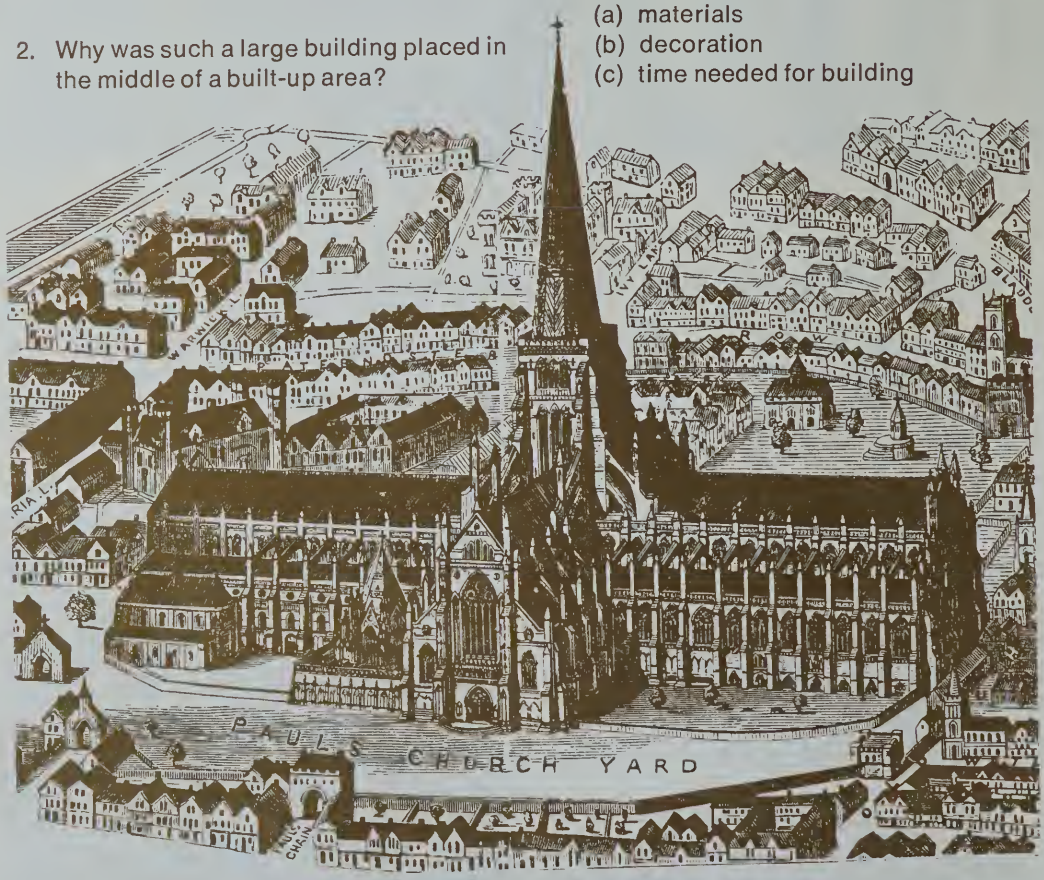
ONE WAY TO HEAVEN

One way for people of the Middle Ages to gain favor in Heaven was to build a beautiful earthly home dedicated to the glory of God.

1. What three materials have been used to build this cathedral?

2. Why was such a large building placed in the middle of a built-up area?

3. Compare the cathedral with neighboring houses. Consider
   (a) materials
   (b) decoration
   (c) time needed for building



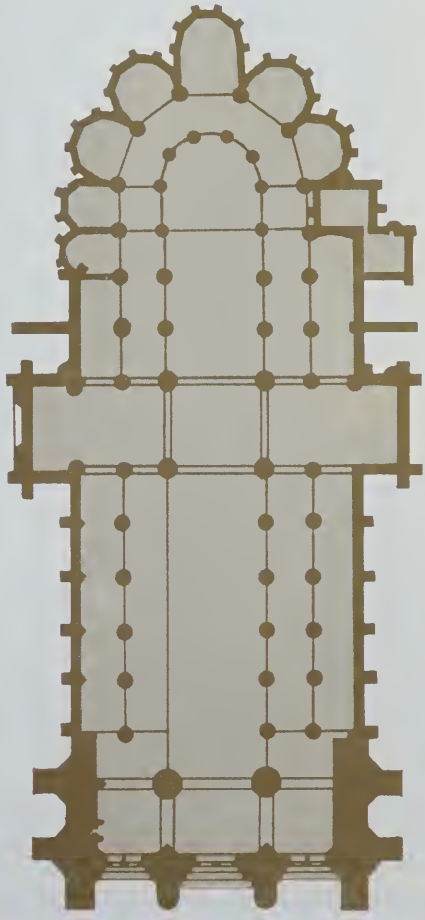
Did You Know?

In the Middle Ages there was about one church for every forty or fifty households.
The church was the only public building, often the only stone structure, in the community.
Communities spent time, money and effort to help build enormous cathedrals. The faithful hoped this would help them enter Heaven.
More stone was quarried in France between 1050 and 1350 than in Egypt for construction of the pyramids.
The spire of Rouen Cathedral (495 feet) is higher than the Great Pyramid.
Some stones at the base of a cathedral weighed as much as two tons each.

CROSS SECTION OF A CATHEDRAL

Scale: about 6 metres between columns

1. Draw a cross-section diagram of
   (a) a loaf of bread
   (b) an apple
   (c) a garage, or a doghouse
2. Put a scale on each diagram.
3. Draw a cross-section diagram of a house, using the same scale as for the cathedral.



PLAN OF A CATHEDRAL

1. Make a floor plan of your classroom or your bedroom at home. Show only large pieces of furniture.
2. A floor plan cannot be made without some measurements. Why not?
3. What details have been left out of the floor plan of the cathedral?
4. Do the pictures and diagrams on these pages show the same cathedral? How do you know?

Floor plan of Troyes cathedral
Scale: about 3 metres wide across the double doors

1. Estimate the height of the tower. (Use the man at the bottom as your scale.)
2. Why was the tower decorated even at the top where no human could ever see it?
3. Why are such large churches seldom built in modern times?

Did You Know?

The "Butter Tower" of Bourges Cathedral was paid for by the faithful who wanted to eat butter during Lent and were willing to pay for the privilege by building this tower.

SYMBOLS

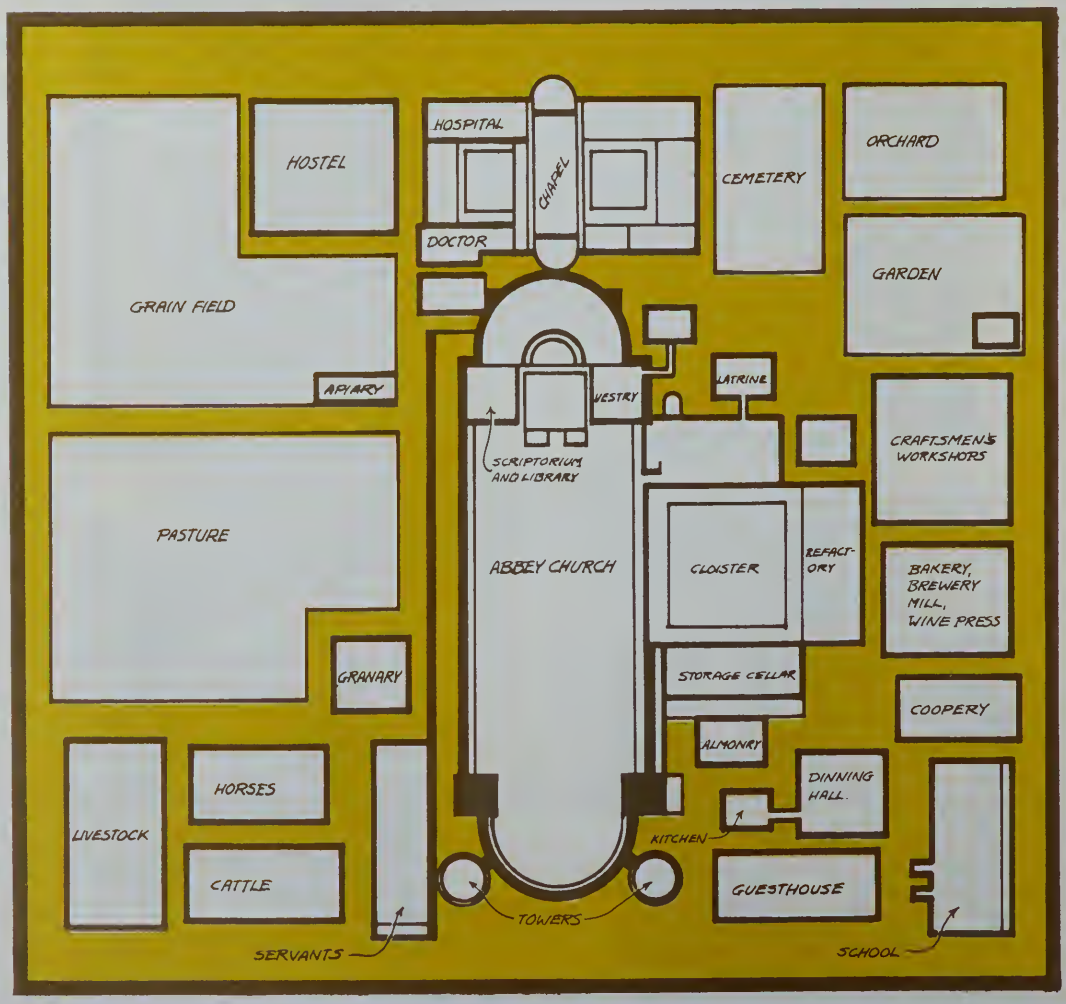
Symbolism is the use of a visual sign (a symbol) to stand for something else. The symbol of Christianity is the cross. Artists in the Middle Ages would also use symbols to identify people. These four pictures all show the same person — St. Matthew.

1. What symbols did the artists use for St. Matthew? How can you tell that all four pictures show the same man?
2. Why did people of the Middle Ages need symbols?
3. Why is the cross a good symbol of Christianity?
4. What other kinds of symbolism can you find in this book?
5. Why do we still use symbols? Make a collection of as many modern symbols as you can. How are they different from medieval symbols?

ANOTHER PATH TO HEAVEN

Another path to Heaven might lead through a monastery. Here, men tried to live perfect Christian lives by segregating themselves from the rest of the world. Through prayer and good works they earned their right to Heaven.

1. What are the duties monks had to perform, besides praying and attending church services?
2. Trace the monk's activities throughout the day, using this diagram, and the chart on the next page.
3. Find proof that this monastery is a community.
4. List in order the five most important parts of this monastery. Refer to the diagram and the explanation above.



THE RELIGIOUS LIFE

A typical day for a monk:

8 pm – 1 am	Sleep
1 am – 3 am	Prayer (Matins)
3 am – 6 am	Sleep
6 am – 8 am	Church Service (Prime) Light breakfast
8 am – 10 am	Chapter – duties and punishments
10 am – Noon	Church Service Dinner
Noon – 6 pm	Work
6 pm – 8 pm	Prayer (Vespers) Supper

1. What would a peasant do during these same hours?
2. Why did the monk have to work most of the day?
3. Many monks took vows of silence. What would this mean? How would this help them to lead more Christian lives?

Not all monks stayed at monasteries. Some, like St. Francis of Assisi, a rich boy who chose to become a wandering beggar-preacher, moved from place to place. St. Francis' life was filled with great joy and faith. Legends about him recall his love for all God's creatures. Here is a prayer he wrote:

CANTICLE OF THE SUN

Praise to Thee, my Lord, for all Thy creatures,
Above all Brother Sun
Who brings us the day and lends us his light;
Lovely is he, radiant with great splendor,
And speaks to us of Thee,
O Most High.

Praise to Thee, my Lord, for Sister Moon and the stars
Which Thou has set in the heavens,
Clear, Precious, and fair.

Praise to Thee, my Lord, for Brother Wind,
For air and cloud, for calm and all weather,
By which Thou supportest life in all Thy creatures.

Praise to Thee, my Lord, for Sister Water,
Who is so useful and humble,
Precious and pure.

Praise to Thee, my Lord, for Brother Fire,
By whom Thou lightest the night;
He is lovely and pleasant, mighty, and strong.

Praise to Thee, my Lord, for our sister Mother Earth
Who sustains and directs us,
And brings forth varied fruits, and colored flowers, and plants.

Praise and bless my Lord,
Thank Him and serve Him
With great humility.

1. Use the scale on the map to find how far apart some of the cathedrals are.
2. Why were so many cathedrals built?
3. Why are most cathedrals located on rivers or at sea coasts?
4. Many towns grew up around a cathedral or a large monastery. Why would people settle near these places?
5. Study the map:
   (a) Find the easiest way to travel from Africa to Spain.
   (b) Why do Spain and Africa have few cathedrals and monasteries?
   (c) Why is it difficult to travel across Spain from south to north?

THE SOLDIER'S WAY TO HEAVEN

Many Christians in the Middle Ages decided to become soldiers of God. They took up the cross and went on a pilgrimage to fight for Christianity. This kind of pilgrimage was called a *crusade*. *Crusade* comes from the Latin word for cross. Most crusaders wore some kind of decoration in the form of a cross.

During the Middle Ages Christians and Muslims were bitter enemies and often fought each other. Each side wanted to force the other to convert to its religion and way of life.

The Muslims conquered most of Spain, and even attacked France. They were defeated in France, but parts of Spain were ruled by the Muslims for over five hundred years.

Later, the Christians attacked the Holy Land, trying to capture Jerusalem from the Arabs and the Turks. These religious wars of the Christians were called Crusades.

The soldier of God was well rewarded. If he died, he went to Heaven. If he conquered the enemy he became famous, shared his enemy's wealth, and was still certain of a place in Heaven when he died. Knights were also given large pieces of land, far from home, where many chose to live.

After a victory, the riches of the enemy were divided according to a set scale. From the pictures, decide what the scale was for each type of crusader.

Did You Know?

The Muslim word for the battles against the Christians at this time was Jihad, meaning "Holy War." Find out about some modern battles that might be called Holy Wars.

1. Why is this knight kneeling?
2. What will be placed in his hands?
3. Why does he need such a long sword?
4. How might his horse be protected?
5. What do the crosses on his coat and banner mean?
6. How would this crusader use his lance in battle?
7. How might his clothing make battle difficult?
8. What clothing might he wear on the long pilgrimage to the Holy Land?

Did You Know?

There were about seven times as many foot soldiers as mounted soldiers on a crusade. On the First Crusade, the Christian army had about 4,500 cavalry and 30,000 infantry. One other crusade was made up entirely of children. They fought no battles and most of the children died of starvation or were sold into slavery.

1. How might the foot soldiers be protected?
2. Make a people pyramid of the Christian army.
3. Find out how modern armies are organized and make a diagram. Is it also a pyramid? Why or why not?
4. Which soldiers of God had a better chance of surviving — cavalry or infantry? Why?
5. Would a crusade made up of children be a true crusade? Why or why not?
6. Why would children of the Middle Ages go on a crusade? Discuss it with a group. Write your opinions.

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1. How far is it from France, England and Germany to the Holy Land? How long would it take a crusader to get there on foot?

2. What route would he follow? What problems might he meet on the way?

3. Would it be easier to go by ship?

4. Do we have "crusades" now? What modern crusades are you familiar with? How do they differ from the Medieval crusades? How are they similar?

Did You Know?

When the Christians reached the Holy Land they found that the Muslims had many things that they did not have. Such things were spices, perfumes, fine cloth, soft leather, fine metalwork, oranges and other fruit.

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1. Before the crusades there was very little trade. What effect do you think the crusades had on trade?

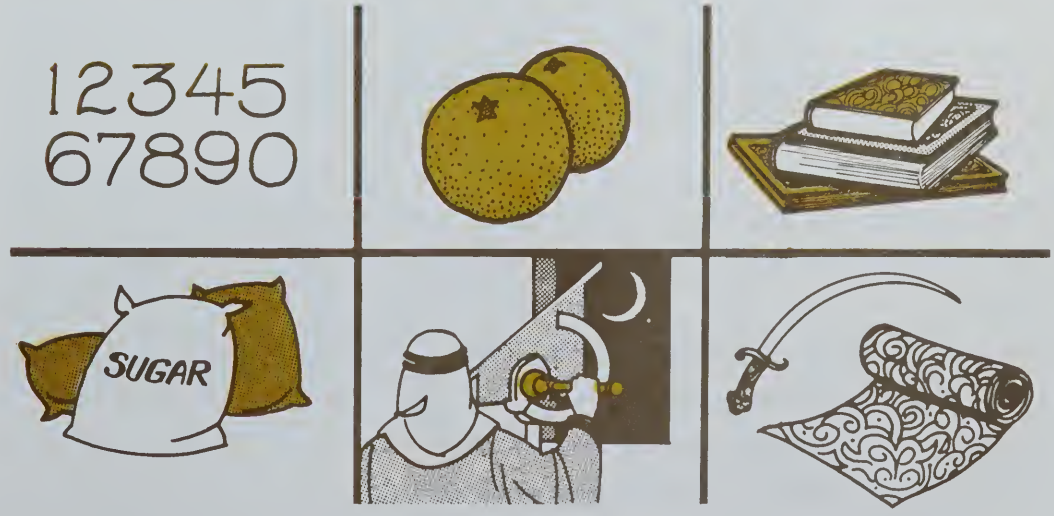
2. What do you think the Christians would give in return for the expensive spices, silks and perfumes?

THE MUSLIM WORLD

Did You Know?

Strange as it may seem, many of the crusaders who stayed in the Holy Land formed close friendships with their former enemies. At one time Jerusalem was declared a city of three religions: Jewish, Muslim and Christian, and the Holy Places of the three religions were kept open for all pilgrims.

Gifts from the Muslim world



Lord, make me to know . . . the measure of my days . . . that I may know how frail I am.

(Psalm 39, 4)

October

The three pictures on these pages are from a Book of Hours.

Each one shows activities for the month. A calendar was usually drawn alongside the picture.

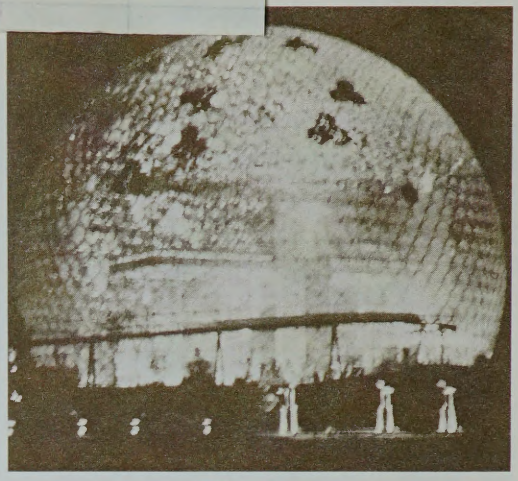
1. What symbolism can you identify in the picture?
2. What contrast do you see between the activities of the poor and those of the rich?
3. How does the man with the seeds feel? Why?
4. Why are the peasants sowing seeds in October?

January

February

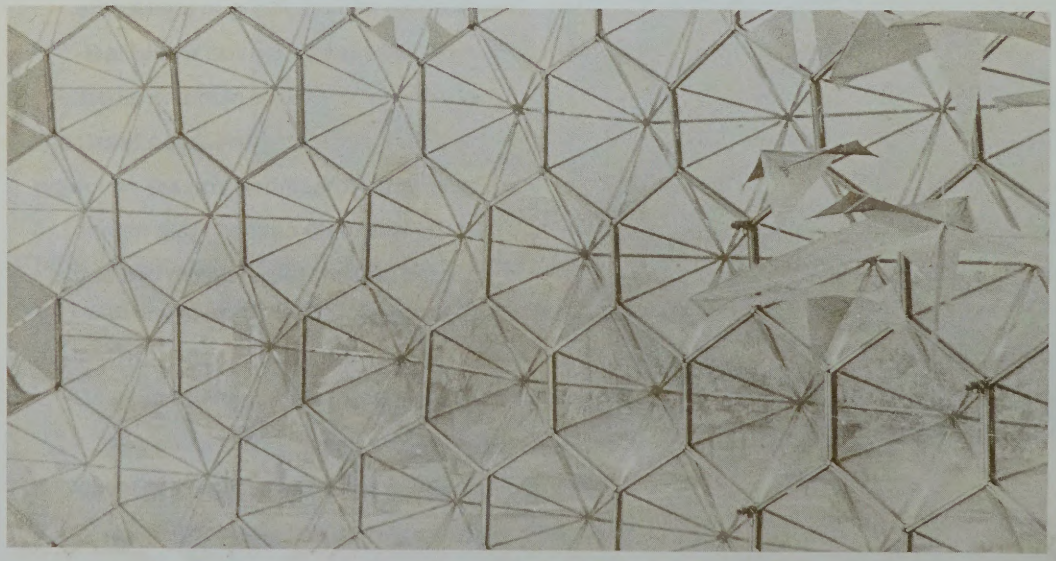
5. Name four crops produced by the farm in the February picture.
6. What is the tallest building in the background?
7. What farm work would there be to do in the winter?
8. Who is the most important man in the January picture?
9. Why would you prefer this room to the one shown in the February picture?
10. Although you might prefer to be rich, what would have been your position had you lived in the Middle Ages? The diagram on page 46 will help you decide.
11. How might a firm religious belief help people in their everyday lives?
12. Why did the poor of the Middle Ages not band together, wipe out the rich, and rule themselves?
13. Imagine you are living in the Middle Ages. Describe how you would feel about a very important event: a battle; meeting a knight; attending a feast; an accident. Remember, you are no longer in the twentieth century! Use names, places and characters from this book, if you wish.

A COMPARISON OF



90 metres

1. The theme of Expo, held in Montreal in 1967, was "Man and His World." The theme of life in the Middle Ages would not have been so concerned about Man. From what you have read and seen, think of a suitable theme for life in the Middle Ages, 700 years earlier. What role would cathedrals have played?
2. Which would have more floor space, the geodesic dome at Expo, or a medieval cathedral? Use the scales in working out your answer.
3. What type of building would hold more people?
4. More than half the wall surface of a cathedral consists of beautifully colored stained-glass windows, showing scenes from Bible stories. How would this many-colored light affect the people inside?
5. Would you be able to see out of these windows?
6. The geodesic dome is all window. Why does the architect want the people inside the dome to be able to see out clearly?
7. Why would people of the Middle Ages have chosen to build cathedrals rather than improve their homes, farm buildings and shops?
8. Will the geodesic dome in Montreal last as long as the cathedrals? Explain your answer.



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